SELECTIONS

FROM THE

RECORDS OF THE GOVERNMENT OF INDIA,

HOME DEPARTMENT.

No. CCCLXII.

HOME DEPARTMENT SERIAL No. 26.

REPORT

ON

THE REVISION OF THE CODE OF REGULATIONS FOR EUROPEAN SCHOOLS IN THE BENGAL PRESIDENCY

DURING THE YEAR

1896.

Published by Authority.

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PAPERS

RELATING TO

THE REVISION OF THE CODE OF REGULATIONS FOR EUROPEAN SCHOOLS IN THE BENGAL PRESIDENCY.

From J. P. HEWETT, Esq., C.I.E., Offg. Secretary to the Government of India, to the Secretaries to the Governments of Bengal, the North-Western Provinces and Oudh, and the Punjab, and Chief Commissioners of the Central Provinces, Assam, and Coorg, and the Resident at Hyderabad,—Nos. 3—275 to 281 Education, dated the 5th October, 1894. No. 1

IN paragraph 6 of Home Department Resolution No. $\frac{\text{10 Education}}{\text{366—78}}$, dated the 21st September, 1888, it was stated that the Government of India considered that sufficient experience of the working of the Code of Regulations for European Schools in the Bengal Presidency had not then been gained to justify the appointment of a Committee to revise it again, and that it was desirable that Provincial Educational Departments should for five years to come work the Code with any subsidiary Provincial rules which the Local Government might consider necessary, and might introduce on its own responsibility, reporting them from time to time for the information of the Government of India. Since 1888, much experience of the working of the Code has been gained, and it seems desirable now to review its provisions in the light of the results that have been attained. This view has been specially recommended to His Excellency in Council by the enquiries of the Calcutta Pauperism Committee and its Sub-Committees, which tended to show that the educational system at present followed is not sufficiently directed towards training European and Eurasian boys for the careers which may be open to them in India.

2. I am therefore to request that $\frac{\text{His Honour the Lieutenant-Governor (and Chief Commissioner)}}{\text{you}}$ will take the subject into $\frac{\text{his}}{\text{your}}$ consideration, and will inform the Government of India not later than the 1st December whether in $\frac{\text{his}}{\text{your}}$ opinion it is desirable to revise the Code. If a revision is to be undertaken, it could probably be best done by assembling a representative Committee to sit at Calcutta during the ensuing cold season. If this suggestion for an amendment of the Code commends itself to $\frac{\text{His Honour}}{\text{you}}$, I am to request that the names of gentlemen, who would suitably represent in such a Committee the interests of the $\frac{\text{Lower Provinces}}{\frac{\text{North-Western Provinces and Oudh}}{\text{Punjab, etc., etc.}}}$, may be given in your reply to this communication.

3. I am also directed to request that [with the permission of His Honour the Lieutenant-Governor (and Chief Commissioner)] the Government of India may be informed what, if any, additions to the Code have been made in $\frac{\text{Bengal}}{\text{the N.-W. P., \& O., etc.,}}$ since 1888, and what, if any, proposals for amending it have been brought before $\frac{\text{the notice of His Honour}}{\text{your notice}}$.

From C. E. BUCKLAND, Esq., Secretary to the Government of Bengal, General Department, to the Secretary to the Government of India, Home Department,—No. 4150, dated the 7th December, 1894. No 2

I am directed to acknowledge the receipt of your letter No. $\frac{\text{3-Edn.}}{\text{275}}$, dated the 5th October, 1894, on the subject of the revision of the Code of Regulations for European schools.

2. In reply I am to submit, for the information of the Government of India, the enclosed copy of a letter from the Director of Public Instruction, No. 5520, dated the 27th November, 1894, and of its enclosure, being a communication from Mr. H. A. Bamford, Inspector of European Schools, in which he states, in paragraph 2, the alterations made up to date in the Code, and in paragraph 4 and onwards the further alterations he recommends.

3. To the alterations made up to date, as recorded in paragraph 2 of Mr. Bamford's letter, the following items should be added :—

(1) *Article* 21.—The following words and the note deleted :—

"For the next 25, Rs. 4 per scholar.

"For every additional scholar, Rs. 2 per scholar."

(2) *Article* 23.—Second clause of note (1) deleted.

(3) *Article* 31.—The following addition made :—

"If a school is closed before the end of the school year, the grant will cease from the date on which the school is closed."

(4) *Article* 35.—The following additions made :—

"Any other subject sanctioned by the department may be taken as a special subject, provided that a graduated course of teaching it is submitted to and approved by the Inspector."

(5) Schedule I. Standard of examination (High). (*Final examination*)—"Latin" added to the list of subjects before French, German, etc.

4. As the Government of India desire to receive a reply to your letter by the 1st December, there has not been time to consider the new alterations proposed by Mr. Bamford, and especially the more important changes in Chapter III which are discussed in his paragraph 5. They are fully approved by Sir A. Croft, but the Lieutenant-Governor has no objection to the suggestion that they should be submitted to a representative Committee, if such a Committee is appointed during the cold season to revise the Code. In this case His Honour would recommend that Mr. Bamford should be a member of the Committee.

No. 3 From Sir ALFRED CROFT, K.C.I.E., Director of Public Instruction, to the Secretary to the Government of Bengal, General Department,—No. 5520, dated the 27th November, 1894.

In compliance with your letter No. 426T. G., dated the 16th October, 1894, and subsequent reminders, on the subject of the revision of the Code for European schools, I have the honour to submit, for the consideration of Government, the enclosed copy of a report No. 1084, dated the 22nd instant, from Mr. H. A. Bamford, Inspector of European Schools. I have nothing to add to the report, which I adopt in its entirety, every point in it having been fully discussed in personal conference with the Inspector.

2. Except for the radical changes proposed in Chapter III of the Code regarding teachers' certificates, it would be hardly necessary to summon a Committee for the consideration of the proposals now made. But the changes on that excepted point are so considerable that the Government may probably desire to have the opinion of a Committee before coming to a decision upon them.

3. The reference made by Mr. Bamford in his 7th paragraph is to certain proposals which Mr. Slater has made and, with my concurrence, has laid before some of the larger schools for Europeans in Bengal, for the establishment of carpenters' shops in connexion with those schools. I have not yet been informed what response has been made to these proposals.

4. Should a Committee be appointed, I would propose Mr. Bamford as the representative for Bengal.

No. 4 From H. A. BAMFORD, Esq., Inspector of European Schools, Bengal, to the Director of Public Instruction, Bengal,—No. 1084, dated the 22nd November, 1894.

In reference to your endorsement No. 1569T., dated 18th October, 1894, forwarding a copy of Government Order No. 426T.—G., dated 16th October, 1894, and of its enclosure, I have the honour to report on the several points referred to in the latter concerning the revision of the Code of Regulations for European Schools, Bengal.

2. Before dealing with the suggested revision, it will be convenient to enumerate the alterations, etc., which have been made in the Code by the Local Government since 1888. They are as follows :—

(a) ARTICLE 25 (*d*).—Add the following :—

"NOTE.—This rule shall only apply when the child is eligible for grants in both years."

(b) For Article 33 as it reads at present, substitute :—

"ARTICLE 33.—In substitution of the grants which may be drawn under the preceding articles of this section, and under all the articles of the two following sections of this chapter except article 38, grants independent of examination results may be given to schools working in conformity with the rules of this Code, conditionally upon the Inspector certifying to the continued efficiency of such schools. Except in the case of special grants (the amount, and the time and manner of payment of which will be determined by the Local Government for each particular case), grants given under this article are to be annual, to be payable at a fixed date in each year, and to be determined in amount by rules specially framed by the Local Government for that purpose."

(c) ARTICLE 53.—Substitute the following scale of grants :—

		Rs.
For the art of teaching ...	In the first year	50
	" second "	75
	" third "	100
For the remaining compulsory subjects	... ...	70
For each optional subject ...	... ...	20

(d) ARTICLE 56.—Omit the words "or in the art of teaching."

(e) The existing note to Article 91 will be *Note* (1). The following to be added :—

"NOTE (2).—The sum to be allotted annually for building grants to schools will be fixed provisionally for a term of years. The amount will be notified. It will not in ordinary circumstances be reduced, though it may be increased, for any year during that term.

"NOTE (3).—Every application for a grant must be submitted to the Department not later than the 31st December, if the grant is to be admissible for sanction during the following financial year. If found to be in accordance with the rules and in other respects deserving of support, it will be included in the list of 'approved applications.' If not so included, the reasons shall be notified to the managers.

"NOTE (4).—The total sum allotted for the year will be divided between schools for different sections of the community (Europeans, Hindus, Muhammadans, Native Christians, etc.), in some proportion to the requirements of each community, as indicated by the amount of the 'approved applications' received from each, regard being also paid to preferential claims as explained in *Note* (6).

Grants not required by one section of the community may, towards the close of the year, be re-appropriated to meet the wants of another section.

"NOTE (5).—When an approved application is sanctioned, the managers shall be informed whether the grant will be payable in full from the allotment for the year, or, if not, in what years and by what instalments.

"NOTE (6).—In selecting approved applications for sanction, those projects that involve the education or boarding of an increased number of pupils will ordinarily be preferred to those that merely seek to improve the accommodation for existing pupils.

"NOTE (7).—In the case of an application for a repair grant under this article (*b*), the managers will be required to show that the necessity for such a grant has not arisen from the neglect of current repairs in previous years."

(f) Schedule I, Standard II; Writing. For "three lines" substitute four" lines."

(*g*) Schedule I, Standard VII. Under elementary science (*a*), substitute the following:—

"The same, together with the study of the brain, the spinal cord, and the sensory organs."

(*h*) Schedule I. Add the following foot-note to 'drawing':—

"In order to earn a grant in Drawing in Standards VI and VII, scholars must satisfy the Inspector in both freehand and geometry."

(*i*) Schedule II. Add the following to the compulsory subjects:—

	End of first year.	End of second year.	End of third year.
5. Art of teaching ...	To teach a class to the satisfaction of the Inspector.	To show increased skill in instruction and discipline. To write notes of a lesson on some common object.	To show increased skill in instruction and discipline. To answer questions on school method. To know the form of school registers, the mode of keeping them, and of making returns from them.

(*j*) Schedule II, bottom. Omit the words "Art of Teaching" and all the matter given under that head.

(*k*) Appendix II, Exercises in Needlework. For the corresponding portions substitute the following:—

Standard V.	Standard VI.	Standard VII.
B. To cast on 21 loops, and knit with two needles 30 rows, showing seam-stitch, and two decreasings on each side, as for the back of a stocking.	C. To cast on 21 loops, make the heel of a stocking, and cast off. *E. To plain darn a half-inch hole in canvas towelling.*	D. To darn on calico a diagonal cut, three quarters of an inch long, and *mark a letter chosen by the Inspector.*
Materials.	Materials.	Materials.
	E. A piece of canvas towelling about four inches square.	D. A piece of calico three and a half inches square.

The most important of these alterations is the new article 33, marked (*b*) in the above list, which was specially introduced by the Local Government in order to enable grants to be given to aided European schools generally throughout Lower Bengal, on a system which should be independent of the results of the individual examination of the scholars. The Bengal rules for the calculation of grants under the new system, and the conditions under which such grants are awarded, are given in a foot-note to the new article 33, of which the following is a copy:—

"33. The rules of the Bengal Government concerning these grants are as follows:—

(*a*) Schools receiving grants-in-aid under article 33 of the Code shall be classified by the Department as *Primary*, *Middle*, or *High*, after consideration of—

(1) The standard [primary, middle, or high, as determined by the requirements of the primary scholarship, middle scholarship, and high school (or Entrance) examination, respectively] up to which there is a real, and likely to be a permanent, demand for instruction in the school.

(2) The competence of the school staff to teach the more advanced work, and its sufficiency for the number of classes in the school.

"(*b*) Scholars in the various schools shall be arranged in groups or divisions for grant purposes as follows:—

In any school, the scholars below Standard I shall form the *Infant Division* of that school. Scholars studying in Standards I to IV shall form the *Primary Division*. Scholars studying in Standards V to VII shall form the *Middle Division*. Scholars studying beyond Standard VII for the high school examination, or such other examination as may be specially recognised for this purpose by the Department, shall form the *High Division*.

"(c) Schools ranked as primary shall, ordinarily, only be entitled to teach scholars in the infant and primary divisions. Schools ranked as middle shall, ordinarily, only be entitled to teach scholars in the infant, primary, and middle divisions. Schools ranked as high shall be entitled to teach scholars in the infant, primary, middle, and high divisions.

If under special circumstances a primary or middle school should be permitted to teach one or more scholars belonging to a higher division than the rank of the school would otherwise warrant, such scholar or scholars shall count, for grant purposes, as belonging to the highest division in which, by the rank of the school, scholars are ordinarily entitled to be taught.

"(d) Grants-in-aid may be of three kinds :—

(1) *Ordinary grants*, given to every school.

(2) *Free-scholar grants*, given to those schools only into which free-scholars are admitted.

(3) *Special grants*, only given under exceptional circumstances to those schools which, in the opinion of the Government, require such exceptional help.

"(e) The ordinary and free-scholar grants to be paid annually for the year beginning on the 1st of April; to be due in advance on the 1st of April of each such year; and to be calculated, according to the scales given below, upon attendances made during the calendar year (January to December) last completed. Special grants to be of whatever amount, and payable at whatever time and in whatever manner, may appear to Government to best meet the circumstances of each particular case.

"(f) The following are the scales for calculating ordinary and free-scholar grants :—

SCALE A.

(*For the Ordinary grant to Infant Divisions in Day Schools.*)

Rupees 20 for each of the first ten scholars in average attendance.

Do.	15	ditto	second ten	ditto	ditto.
Do.	10	ditto	remaining	ditto	ditto.

SCALE B.

(*For the Ordinary grant to Primary Divisions in Day Schools.*)

Rupees 25 for each of the first twenty scholars in average attendance.

Do.	20	ditto	second twenty	ditto	ditto.
Do.	15	ditto	remaining	ditto	ditto.

SCALE C.

(*For the Ordinary grant to Middle Divisions in Day Schools.*)

Rupees 40 for each of the first twenty scholars in average attendance.

Do.	30	ditto	second twenty	ditto	ditto.
Do.	20	ditto	remaining	ditto	ditto.

SCALE D.

(*For the Ordinary grant to High Divisions in Day Schools.*)

Rupees 120 for each of the first five scholars in average attendance.

Do.	90	ditto	second five	ditto	ditto.
Do.	50	ditto	remaining	ditto	ditto.

SCALE E.

(*For the Free-scholar grant to Day Schools.*)

Rupees 2 for each free day scholar in average attendance.

Do. 8 ditto boarding scholar ditto.

SCALE F.

(*For grants to Night Schools.*)

Rupees 12 for each of the first twenty scholars in average attendance.

Do. 8 ditto remaining ditto ditto.

"(*g*) The Inspector will at each visit paid to a school carefully note, and if necessary correct, the classification of the scholars.

"(*h*) All Government aid will be withdrawn from any school which, after due warning, shall continue to be inefficient."

The alterations marked (*c*), (*d*), (*i*) and (*j*) were made in order that "Art of Teaching" should become one of the compulsory subjects of examination. The following alteration was made in the Bengal notes at the same time :—

PAGE 23.—At the end of the foot-note to article 56 add—

"The compulsory subjects include the Art of Teaching."

3. It was my intention, as stated in my last Annual Report, to propose certain alterations in the Code, had there been no suggestion of a Committee for its revision as a whole. One of these is the insertion in Schedule I of a detailed course of studies, to be styled Schedule I-B, in addition to the standards of examination now prescribed, which should be styled Schedule I-A. The proposed course is for schools aided under article 33 only, as it will be a plan of work for the year, rather than a standard by which the classes are to be examined at the end of the year; and it will introduce, and give importance to subjects not definitely included in the present course given in Schedule I, and for the teaching of which no payment is possible under the present results-grant rules. I am not yet fully prepared to submit this new course, as I am in communication with teachers on some of its leading features; but, if thought desirable, it could be sent up in time to be placed before the Revision Committee should one be appointed to sit early next year. As things are at present, however, the new course of studies would be of small concern to members of the Committee from other Provinces, as I believe there are no schools outside Bengal earning grants under article 33.

4. The following are the other suggestions I have to make for alterations in the Code. I have had them in view for a long time, but have deferred proposing them until the Code as a whole should be revised :—

ARTICLE 7 (*e*)—Insert the word "*annual*" before "*income*."

ARTICLE 7.—*Add* "*(f) Probable annual expenditure under the following heads:—*

Rent and Taxes, Teachers, Servants, Furniture, Apparatus and Repairs, Books and Stationery, Miscellaneous."

These additions are proposed in order that the form of application for a grant may show more clearly the financial prospect of the school.

ARTICLE 8.—For the words "*and in what month,*" in the first sentence substitute "*the amount of grant temporarily awarded, and, except the grant is given under the conditions of article 33 of this Code, the month in which.*"

ARTICLE 8.—After the words "*the month,*" at the beginning of the second sentence, insert "*fixed for the annual examination.*"

These alterations in Article 3 are desirable on account of article 33 as recently revised.

ARTICLE 14 (*b*).—NOTE (*b*).—Substitute the following for the present note :—

"*Rooms used for teaching purposes should provide 12 square feet per scholar where only one class is taught, and 16 square feet per scholar where more than one class is taught in the same room; the calculation being made for each room on the average daily attendance of scholars taught in that room.*"

The present note does not clearly indicate what particular scholars are referred to, those taught in the room in question, or all who attend the school.

ARTICLE 14 (*d*).—Omit all that follows "*that the staff of teachers is sufficient*" and substitute "*and competent.*"

The reason for this alteration will be gathered from the proposals concerning certificated teachers given in paragraph 5 of this report.

ARTICLE 15 (*a*).—In place of the first two words "*Any changes*" substitute "*No new teacher shall be permanently engaged without the approval of the Department; and any other change.*"

This alteration would give official recognition to what is actually the practice at present in nearly every school.

ARTICLE 16.—For the present article and the note thereto substitute:—

"*Schools aided under this chapter shall be classed by the Department as Primary, Middle, or High, after consideration of—*

(1) *The standard [Primary, Middle, or High as determined by the requirements of the Primary Scholarship, Middle Scholarship, and High School (or Entrance) examination, respectively] up to which there is a real, and likely to be a permanent, demand for instruction in the school.*

(2) *The competence of the school staff to teach the more advanced work, and its sufficiency for the number of classes in the school.*

"*Schools shall be arranged in groups or divisions as follows:—*

"*In any school, the scholars below Standard I shall form the Infant Division of that school. Scholars studying in Standards I to IV shall form the Primary Division. Scholars studying in Standards V to VII shall form the Middle Division. Scholars studying beyond Standard VII for the high school examination, or such other examination as may be specially recognised for this purpose by the Department, shall form the High Division.*

"*Schools ranked as primary shall, ordinarily, only be entitled to teach scholars in the infant and primary divisions. Schools ranked as middle shall, ordinarily, only be entitled to teach scholars in the infant, primary, and middle divisions. Schools ranked as high shall be entitled to teach scholars in the infant, primary, middle, and high divisions.*

"*Under special circumstances, a primary or middle school may be permitted to teach one or more scholars belonging to a higher division than the rank of the school would otherwise warrant.*

"*If the circumstances of a school change, it may be raised or lowered in grade.*"

The above, which is almost entirely copied from the Bengal Rules for calculating grants under article 33, given in the note to that article, is more definite than the present article 16 concerning the classification of schools, and introduces the term "*division*" in place of "*department*" to designate groups of scholars reading within certain defined limits, as the latter term is constantly used throughout the Code in another sense.

ARTICLE 17.—Substitute the following for the present articles:—

"*The subjects of instruction in schools receiving aid under article 33 of this Code shall be in accordance with the course and notes given in Schedule I-B: in all other aided schools they shall be in accordance with the standards of examination and notes given in Schedule I-A.*

This alteration, as well as that of article 18 given below, has been proposed with a view to the introduction of the new course for schools receiving grants under article 33, mentioned in paragraph 3 above.

ARTICLE 18.—Substitute the following for the present article:—

"*In Schedule I-A, Standards of Examination (primary and middle), the Elementary subjects (Reading, Writing and Artihmetic) are compulsory. Among the class subjects, Needlework is compulsory for girls; the rest are optional, but such of them as are selected to be taught in any class must be taught to all the scholars in that class. Special subjects are entirely optional, and may be taught either to selected scholars of a class, or to the whole class.*

Note.—In schools working according to Schedule I-A, all scholars of the same standard in elementary subjects form one class."

ARTICLE 19.—Substitute "390" for "400" in both places where the latter number occurs.

Many schools, particularly those in the hills, find great difficulty in making up 400 school-meetings. In St. Paul's School at Darjeeling the boys attend two meetings a day for

six days in the week, except on incidental holidays. At the Darjeeling Girls' School a casual holiday is unknown for months at a stretch. Mr. Pedler finds it hard to make up the full 400, although the Dow Hill School assembles a fortnight or more before the Darjeeling Schools. The nuns at St. Helen's School at Kurseong make the same complaint. In Calcutta, too, several of the schools would be glad if they could afford to close for a few days more at the most trying time of the year. The reduction proposed would allow an extra week of holiday in a year. This would be a great boon to the teachers and pupils alike, and I do not think it would prejudicially affect the efficiency of the schools.

ARTICLE 19.—NOTE (1).—Prefix the following to the existing note :—

"*When a school receives its grants under article 33 of this Code the school-year will correspond with the calendar year. In other cases.*"

This is added on account of article 33.

ARTICLE 19.—The present *Note* (1) (revised as above) and *Note* (2) to become *Notes* (2) *and* (3) respectively. The matter found under article 20, to become *Note* (1) to article 19, with the substitution of the word "*divisions*" for "*departments*" in (*a*).

Insert the following new article :—

"ARTICLE 20.—'*Average daily attendance during the school year' shall be understood to mean 'the average attendance at 350 of the best attended school meetings during the year.'*"

The object of the proposed new article is to eliminate, as far as possible from the calculation of the average attendance, those days of exceptionally low attendance which frequently occur in every school from bad weather, prevalent sickness, or other similar causes; and so make the "average daily attendance during the school year" more nearly approximate to the normal attendance than it does at present.

ARTICLE 24 (*b*).—Instead of the words "*whole number of scholars presented*" substitute "*possible passes.*"

ARTICLE 24 (*c*).—Make the same substitution as in (*b*).

As the article stands at present the meaning is somewhat obscure. It has always been understood to mean 40 per cent. of *possible passes*, in calculating grants to the Bengal Schools under article 24.

ARTICLE 43.—After the words "*Every scholar in a school receiving grants*" insert "*under articles 21 to 32, or under articles 34 and 35 of this Code.*"

"Scholars' Registers" are useless in schools receiving grants-in-aid under Article 33.

5. The proposals which come next in order concern the revision of "Chapter III, Teachers," and they will be more readily understood if I explain at the outset my reasons for making them.

Those regarding pupil-teachers are readily given. They are intended, first, to secure the selection of better-grounded boys and girls for apprenticeship as pupil-teachers; 2nd, to ensure the more thorough training in the art of teaching during the period of their engagement; 3rd, to promote the attainment of a higher standard of scholarship during that time by appointing a few subjects for special study each year, instead of giving them a wide range of work throughout their career; and, 4th, to do away with the unnecessary written examination specially for pupil-teachers, and thereby save the Inspector's time for other work.

My proposals regarding Teachers' Certificates require a longer explanation. Under the rules on the subject now in force, the following points are important:—

(*a*) All head-teachers, and all assistant teachers in charge of classes above Standard IV, must be certificated.

(*b*) Any person who has successfully completed his career as a pupil-teacher, or who, having completed his seventeenth year, has passed, either the Matriculation examination of a recognised University or the High School examination in four out of five compulsory subjects, failing only in the second language, or who has passed in one or other of certain higher examinations, is eligible for

a provisional Teachers' Certificate. The grade of such certificate is dependent upon the examination passed, but this does not affect the present explanation.

(c) These provisional certificates are made permanent after certain varying terms of "service with credit."

I have two objections to urge against the present system :—

1st, against the rule requiring all head-teachers and all assistant teachers in charge of classes above Standard IV to be certificated. The schools must be staffed, and if teachers up to a proper standard of efficiency cannot be obtained, a lower standard must needs be accepted, and certificates granted where they are not deserved.

2nd, against the conditions of eligibility for certificates. Under the present rules, certificates are granted to persons who may not, and in most cases do not, possess any teaching ability or experience whatsoever. It is true that these certificates are only "provisional," and can only become "permanent" by "service with credit"; but if even a moderate standard of teaching ability were taken in estimating whether a provisionally certificated teacher's service ought to be counted as "creditable" or not, there would be but few instances in which a permanent certificate could be given. The teacher may be doing his best; but he has much to learn which can only be gained by a lengthy experience before he deserves to be certified as a "teacher." To permit a provisional certificate to remain in force for an indefinite period would be to place it practically on a level with a permanent certificate: to withdraw it would generally be to cast the holder out of the profession, only to have his place filled by another raw beginner who would probably be his inferior at the outset, and possibly no better at the end of his probationary period.

The two causes above specified have not only led to, they have forced, the award of teachers' certificates to mediocrity; and have consequently deprived these certificates of the value they ought to possess. To me the remedy appears plain. As there are few persons engaged in the teaching profession in India at the present time who are really good teachers, and as there is little hope of sufficient inducement being held out to draw many good teachers from elsewhere, it is folly to expect to find capable persons in every school, either at the head, or teaching in the middle and high standards as assistants. Why then should it be thought necessary that all such teachers should be certificated? I would abolish the rule requiring that they should, for the present at any rate; and, in supersession of the present certificates, introduce a real and genuine certificate of teaching ability, obtainable only by continued good work as a teacher for a certain time, and by demonstration of practical skill and theoretical knowledge of the art of teaching. I would award such a certificate to every one satisfying the above conditions who has also passed either the Middle Scholarship Examination in the first division, the High School Examination, the First Arts Examination of the Calcutta University, or any other examination equal in difficulty to either of the two last. Further, I would provide a place on the certificate for the recording of any examination or examinations which the holder may have passed, properly attested. Such a certificate would, in itself, be a guarantee of the holder's ability to teach; while the record of examinations passed would be evidence that a certain amount of knowledge had been attained, and thus serve as a guide in determining the possessor's suitability for any particular post. Holders of these certificates would be eagerly sought for by managers of schools, and this fact would stimulate teachers of all grades, from the lowest to the highest, to work hard to obtain one.

Holders of the present certificates would, of course, retain them. They would suffer no loss, as long as they remained in their present posts, from the certificates ceasing to be officially recognised, and very little if they wished to obtain new ones, as the possession of a certificate would no longer be a necessity when applying for a situation, and the applicants would be judged, as at present, by their past performances.

ARTICLE 48.—For this article substitute :—

"*Teachers in aided schools may be* (1) *pupil-teachers;* (2) *recognised teachers who have not got the "ability certificate" described in article 62;* (3) *teachers who have earned the "ability certificate" ; and* (4) *"special teachers."*

ARTICLE 49.—Omit the words "*in the course of a school year*"; and, after the words "*be temporarily employed,*" insert "*with the consent of the Department.*"

In Section II of Chapter III, omit articles 50 to 56, and substitute the following new articles :—

"50. *Pupil-teachers are boys or girls recognised by the Department as having been engaged by the managers of an aided school for the purpose of teaching, and of being taught and trained in accordance with the regulations given in this section.*

Before recognising boys and girls as pupil-teachers, the Department will require to be satisfied on the following points:—

(*a*) *That the schools in which it is proposed to engage them is suited for the purpose ; and that proper arrangements can and will be made for their efficient instruction in their own studies, for the thorough supervision of their work while teaching, and for their training in the art of teaching.*

(*b*) *That the boys and girls who are proposed for pupil-teacherships—*

(1) *Are not less than 15 years of age at the time of their engagement.*

(2) *Have passed the Middle Scholarship Examination in the 1st or 2nd division, and further satisfy the Inspector of their proficiency in reading, hand-writing, and dictation, and, in the case of girls in needle-work also.*

(3) *Produce a satisfactory certificate of health and physical fitness for the work from a Civil Surgeon or other licensed medical practitioner, and one of good character and conduct from some responsible person.*

(*c*) *That the managers enter into an agreement in the terms of the memorandum given in Schedule V.*

Note.—The engagement of a pupil-teacher must begin on the 1st of January."

The new features in the above which are important are the stress laid on proper provision being made for teaching and training pupil-teachers as a preliminary to their recognition; the raising of the minimum age of pupil-teachers at the time of their engagement from 14 to 15; and requiring candidates for pupil-teachership to pass the Middle Scholarship Examination in the first or second division, as well as to satisfy the Inspector in certain other subjects, before being apprenticed, instead of accepting the passing of Standard VI as a sufficient preliminary test.

"51. *The Department is not a party to the engagement; but confines itself to requiring, as a condition of continued recognition, that the pupil-teacher shall teach, be taught, produce the prescribed certificates, and be presented for examination, in accordance with the terms of articles 52 and 53.*"

"52. *Every pupil-teacher shall—*

(*a*) *Be engaged for three years.*

(*b*) *Teach a class daily (except on holidays) for not less than two, and not more than four hours, under competent guidance and supervision.*

(*c*) *Give a specially prepared lesson once a week before the head teacher (or some other competent teacher) who shall criticise the lesson. The pupil-teacher's notes and the head teacher's remarks on the lesson to be preserved for the Inspector's perusal, in books specially kept for the purpose.*

(*d*) *Receive at least two hours' instruction daily (except on holidays) from a duly qualified teacher.*"

"53. *During each year of the engagement, the pupil-teacher will, in order that the year's service may be approved by the Department, be required—*

(*a*) *To produce a satisfactory certificate of health and physical fitness for the work from a Civil Surgeon or other licensed medical practitioner, and also one of good character and conduct, before beginning the work of the year. The latter certificate must, in the case of pupil-teachers who have already worked as such for one or more years, be signed both by the managers and by the head teacher of the school in which they have served.*

(*b*) *To teach throughout the year to the satisfaction of the Inspector.*

(*c*) *To give a lesson, selected by the Inspector out of three previously prepared by the pupil-teacher, to that officer's satisfaction. The lesson to be given near the close of the year, but before the date fixed for the High School Examination.*

(*d*) *To pass in the following subjects at the High School Examination :—*

(i) *at the close of the 1st year—in Arithmetic, History and Geography.*

(ii) *at the close of the 2nd year—in English and Mathematics.*

(iii) *at the close of the 3rd year—in Latin (or French) and in School Management and the Art of Teaching.*"

"54. *Any pupil-teacher who fails to produce a satisfactory certificate of health and physical fitness, and also of good character and conduct, as required in article 53 (a), cannot continue to be recognised as a pupil-teacher.*"

"55. *Any pupil-teacher who fails to satisfy the conditions required in article 53 (b), (c), or (d) will, on the first occasion of such failure, be permitted to continue working as a pupil-teacher, but will in the following year take up the same studies, and be presented for examination in the same subjects as in the year in which the failure occurred; that year not being reckoned as part of the three years' engagement. Any pupil-teacher who fails a second time to satisfy the conditions required in article 53 (b), (c), or (d) will cease to be recognised as a pupil-teacher.*"

"56. *For each pupil-teacher who satisfies the whole of the conditions required in articles 52 and 53, the managers of the school shall receive a grant as follows :—*

			Rs.
At the end of the 1st year	...	...	100
At the end of the 2nd year	...	...	150
At the end of the 3rd year	...	...	200

Half the grant earned under this article shall be paid by the managers to the pupil-teacher, in addition to any salary specified in the Memorandum of Agreement."

ARTICLE 58.—Omit all that follows the words "*in the work of education they may,*" and substitute "*become head teachers of primary schools, or assistant teachers in charge of classes either in the primary or middle division.*"

In the title of Section III of Chapter III, substitute "*Recognised teachers who have not got the 'ability certificate,'*" for "*Assistant teachers.*"

Omit all the articles of Section III, and substitute the following new articles :—

"59. *Any person engaged as a teacher in an aided school at the time when this revised edition of the Code was published, and who had at that time received official recognition as a teacher in some particular capacity will continue to be recognised as a teacher in that capacity.*"

"60. *A head teacher of a middle school, who has given satisfactory proof of ability as such, may, if in the opinion of the Department competent for*

the new work, be recognised as the head teacher of a high school, or as an assistant teacher in the high division of a school."

Under similar conditions—

The head teacher of a primary school may be recognised as the head teacher of a middle school, or an assistant teacher in the middle division of a school.

An assistant teacher in charge of a class in the high division of a school may be recognised as the head master of either a high school or one of lower grade.

An assistant teacher in charge of a class in the middle division of a school may be recognised as an assistant teacher in the high division or as head teacher of a middle, primary school.

An assistant teacher in charge of a class in the primary division may be recognised as an assistant in the middle division or as head teacher of a primary school.

"61. *Persons who have no experience in teaching may, if they appear fitted for the work, be temporarily employed, and will be provisionally recognised as assistant teachers of any class, until such time as will afford a fair opportunity of judging of their fitness for the work.*

Note.—The Department will cease to recognise any person as a teacher in any particular capacity, if, while acting in that capacity, distinct incompetence is displayed."

In the title of Section IV of Chapter III, for "*Certificated teachers*" substitute "*Teachers holding ability certificates.*"

Omit all the articles of Section IV, and substitute the following new articles :—

"62. *A certificate of teaching ability (hereinafter styled "ability certificate,") will be issued by the Department to every teacher who—having passed either the Middle Scholarship Examination in the 1st division, the High School Examination, the First Arts Examination of the Calcutta University, or any other examination which, in the opinion of the Department, ranks in point of difficulty with either of the two last-named—shall further :—*

(*a*) *Teach a class (or classes for two years to the satisfaction of the Inspector).*

Note.—A pupil-teacher's work in class-teaching will not be accepted for the purpose of this test, as such teaching is done under constant guidance and supervision.

(*b*) *Give before the Inspector, and to his satisfaction, two lessons selected by him from a list of five previously prepared by the candidate.*

(*c*) *Obtain 60 per cent. of the possible marks in the paper on 'School Management and the Art of Teaching' at the High School Examination.*

Note.—The holding of an ability certificate is not a necessity for teachers in any capacity. Its possession will, however, tell greatly in favour of the holder in the case of new appointments."

"63. *Pupil-teachers who have satisfactorily completed their course of training and instruction shall receive the ability certificate after two years' independent class-teaching to the satisfaction of the Inspector."*

ARTICLE 73 to be numbered 64.

CHAPTER IV.—*Training Colleges.*—Omit the whole of this chapter.

It is extremely improbable that any training college will be opened for European teachers for some time; and if one were, the whole of the regulations on the subject ought to be revised, in some conformity with the radical changes that it has since been found necessary to introduce into the English Code, upon which the provisions of this chapter

were founded. To revise them under the present circumstances would be a waste of time.

ARTICLES 91 to 100 to be numbered 65 to 74 respectively.*

Omit Article 101.

ARTICLES 102 to 112 to be numbered 75 to 85 respectively.

* The new notes to article 99 should become separate articles. A. C.

ARTICLE 104 (New 77). For the words "*at the date of examination*" substitute "*on the 30th of November of that year in which they present themselves for examination.*"

As the date of the examination varies from year to year, hardship is involved in some cases. The alteration proposed will remove this.

6. I am in consultation with the schools about the rules concerning the Scholarship examination given in Articles 106 and 107, and also about a new course of studies in place of that now given in Schedule I. I will submit proposals on these points later on, in time for discussion at the conference for the revision of the Code, should it be decided to hold one.

7. I regret that I am unable to suggest any means whereby the education given to European and Eurasian boys in aided schools may be more specially directed towards fitting these boys for their future careers than it is at present, beyond encouraging the introduction of technical instruction. You are, as I know, interested in doing this at present; but I am not aware of what has been already done, nor do I know upon what lines it is proposed to work with this object in view in the future. I cannot, therefore, express an opinion on the subject.

8. I desire to apologise for the delay which has occurred in the submission of this report. My time has been almost fully occupied lately with other work which could not be postponed, and the present report called for great deliberation in its preparation.

From—W. H. L. IMPEY, Esq., Secretary to the Government of the North-Western Provinces and Oudh, Educational Department, to the Secretary to the Government of India, Home Department,—No. 384, dated the 4th December, 1894. No. 5.

I am directed, in reply to your letter marked in the margin, to state that His Honour the Lieutenant-Governor and Chief Commissioner, after consulting the Director of Public Instruction, is inclined to think that the revision of the Code of Regulations for European Schools in the Bengal Presidency is desirable, though it is not a matter of great urgency. The Code has now been in operation for some years and has on the whole worked well, though in some respects it may be susceptible of improvement. I am to forward a copy of a letter from the Director of Public Instruction, an officer with considerable experience of the practical results of the Code in the Punjab, in which he points out what appear to him to be the chief defects of the Code. The Lieutenant-Governor agrees with the Director that in the particular matter of directing the educational system to train European and Eurasian children for the careers open to them the Code is sufficiently flexible. The real difficulty is to induce the managing bodies of schools under the Code to take advantage of the willingness of the Government to encourage technical, commercial, and industrial instruction.

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2. Should it be decided to assemble a representative Committee at Calcutta, His Honour the Lieutenant-Governor will nominate Mr. W. N. Boutflower, Inspector of European Schools. Mr. Lewis, the Director of Public Instruction, would be a more competent delegate, but as he has lately been appointed to the province and to his present post, it would be impossible for this Government to spare him. Were Allahabad appointed as the place for the sitting of the Committee, His Honour the Lieutenant-Governor would nominate Mr. Lewis in place of Mr. Boutflower.

3. His Honour the Lieutenant-Governor considers that the Venerable Brook-Deedes, the Archdeacon of Lucknow, would be a suitable representative of the aided schools. It has not been ascertained whether he would be able and willing to serve on the Committee.

4. The additions made to the Code in the North-Western Provinces and Oudh are incorporated in the revised edition of 1894, of which I am to forward a copy. No other proposals for amending the Code have been brought to the notice of the local Government.

No. 6. From the Director of Public Instruction, North-Western Provinces and Oudh, to the Secretary to the Government of the North-Western Provinces and Oudh,—No. F. 1938, dated the 27th November, 1894.

I have the honour to report as follows on the points referred to me in Under-Secretary's endorsement No. 342—III. 40, dated 10th November, 1894, regarding the proposed revision of the European Education Code.

2. It is in my opinion desirable to modify the system of payment by results which is now in force under the Code, but which has been discarded in England. The operation of the present system is detrimental to thoroughness of education, in that the attainment of merely a pass standard in any subject secures for a scholar the maximum grant. There is the appearance of great thoroughness in a system under which the Inspector examines every scholar of a school in each and every subject studied, makes a record of failure or success in each such subject for each scholar, and makes this record the basis of the calculation of the grant earned by the school. But it serves to throw a vast amount of work on the Inspector rather than to obtaining work satisfactory in quality and quantity from the schools. Large schools under thoroughly competent management, where the teachers have high educational aims of their own to work up to, and are not dependent alone on the approval of the Department as expressed in terms of a grant-in-aid, are perhaps able to withstand the dangers of the system; but there are many schools in which the whole object of the teaching is to press the scholars forward through the standards so as to secure a large annual grant, and in these schools the tendency is, and must be, to aim at nothing more than the minimum standard which experience shows them that the Inspector is willing to accept for a pass.

3. It is also worth considering whether grants, whatever the system that may be adopted, should be allowed for branches of commercial, technical, and industrial education at any rate in the case of schools established for the benefit of the poorer European population, such as orphanages and industrial schools. The establishment of more schools of this kind is a matter which, in my opinion, stands apart from the revision of the Code; in fact opportunities are sufficiently provided, with the existing Code, for ample grants on the part of Government towards the building and maintenance of such institutions on a liberal scale, and it only remains for religious and other charitable Associations to do their part in order to avail themselves of the assistance to which Government has bound itself by the Code.

4. For the reasons here explained it appears to me desirable to arrange for a revision of the Code, whether by correspondence or by Conference, or by preliminary correspondence followed by a short Conference when the issues have been sufficiently narrowed for final discussion and settlement in a meeting of the members selected for the purpose. Of these the last plan would, I believe, be the best.

5. I am not asked to report regarding the names of gentlemen who would suitably represent in such a Committee the interests of the North-Western Provinces and Oudh. It is evident that not more than one Educational officer could be spared for the purpose. At the last Conference which was held in Mussoorie in the year 1886, there were only four members, *viz.*, the Inspectors of European Schools in Bengal, North-Western Provinces and Oudh, the Punjab, and the Central Provinces. It is apparently now contemplated to summon a larger conference, and to include non-official members or representatives of aided schools who may desire to have a voice in deciding the changes to be made. Unless the official element is to be outnumbered, it would be necessary to nominate only one non-official member from each Province. I will therefore limit my proposals in accordance with this view.

6. The present Inspector of European Schools in the North-Western Provinces and Oudh has not had a long experience of the working of the Code, and there is no other Inspector in the Department acquainted with it. My own practical acquaintance with the work of European Schools and with the operation of the Code has been considerable, and I should be glad if the Government could avail itself of my services in a matter to which I have devoted a great deal of time and attention, and in the future development of which I feel a deep interest. If the sitting of the Conference is limited to a fortnight at the most, as I think it might be without any disadvantage provided the ground is suffi-

ciently cleared beforehand, the ordinary work of my office would scarcely suffer more by my attending its meetings than by my absence from head-quarters when on tour during the cold weather.

It might also perhaps be possible for the Committee to assemble in Allahabad instead of Calcutta; this would be a more central meeting-place, and would make it less inconvenient for me to take part if His Honour the Lieutenant-Governor and Chief Commissioner should desire to nominate me as the official member for these Provinces. If, however, His Honour thinks it unadvisable to depute me for the purpose under present circumstances, I would suggest that Mr. Boutflower, now Inspector of European Schools, should be chosen.

7. Aided European schools in these Provinces might be represented either by the Archdeacon of Lucknow, who is deeply interested in the question of European education, or by some one nominated by him, or by a member elected by the Managers of Aided Schools.

8. The additions made to the original Code in the North-Western Provinces and Oudh are embodied in the foot-notes and appendices of the revised edition of the Code recently issued, a copy of which is forwarded herewith.

9. Proposals for amending the Code that have been brought to the notice of His Honour the Lieutenant-Governor and Chief Commissioner through the Education Department have been generally accepted, except as regards minor points of detail which it seems unnecessary to particularise. As approved, they have been incorporated in the revised Code.

From the Hon'ble T. W. HOLDERNESS, Secretary to the Government of the North-Western Provinces and Oudh, Educational Department, to the Secretary to the Government of India, Home Department,—No. 8, dated Allahabad, the 8th January, 1895. No. 7.

I am directed to report, for the information of His Excellency the Governor General in Council, that this Government has sanctioned the addition of the foot-note marginally shown to Article 22 (c) of the Code of Regulations for European Schools so as to enable Girls' Schools in these provinces to provide for the physical training of their scholars. It has been reported that a similar addition to the Code has been made by the Punjab Government.

"Grants for drill or gymnastics will be given for girls provided a qualified instructor is employed."

From J. SIME, Esq., Under-Secretary to Government, Punjab, Home (Education) Department, to the Secretary to the Government of India, Home Department,—No. 125, dated Lahore, the 26th November, 1894. No. 8.

In reply to your letter No. $\frac{3 \text{ Education}}{277}$, dated the 5th October, 1894, regarding a further revision of the Code of Regulations for European Schools, I am directed to state that, in the opinion of the Lieutenant-Governor, there are good reasons why a Committee should now be appointed to consider the advisability of a revision in certain particulars, and that the following points have been brought to His Honour's notice as specially deserving to be discussed :—

(1) How far some elementary instruction in Technical Subjects could be introduced into the Schools, in connection with the recommendations of the Calcutta Pauperism Committee;

(2) If, in the same connection, the *compulsory education* of the poor European and Eurasian community is adopted by the Government of India as a remedy for the evils pointed out, in what way could this measure be best carried out;

(3) The giving of a wider and more important place to Drawing and Physical Science in the courses of study, as suggested in paragraph 18 of the Resolution of the Government of India, Home (Education) Department, No. 8—252—264, dated 13th August, 1886;

(4) The introduction of Needle-work into the Scheme of Examination for Scholarships, as recommended in paragraph 15 of the same Resolution;

(5) Revision of the method of awarding Instruction Grants, either by the adoption of the collective method of examination in lieu of the individual method, or by using the latter, say every fourth year, to fix the rate of grant per unit of average attendance, and the former during the intermediate years to determine whether the schools continue in a state of efficiency, or otherwise.

2. I am directed, as requested in paragraph 3 of your letter, to append a memorandum of the additions and alterations that have been made in the Punjab Code since 1888. I am also to forward, for the information of the Government of India, copies of the opinions of the Inspectors of European Schools in the Punjab on some of the points suggested for discussion. These opinions were mostly framed after consultation with the Heads of Schools; and the Scheme of Examination in Needle-work has had the definite approval of the schools.

3. As to the representation of the interests of the Punjab in the Committee, the Lieutenant-Governor is of opinion that it would be sufficient to appoint Mr. F. Haden Cope, M.A., the present Officiating Inspector of European Schools.

No. 9. *Memorandum of the Additions and Alterations that have been made in the Code of Regulations for European Schools in the Punjab since 1888.*

Article 15 ... The following foot-note added :—

The following rules regarding the admission of scholars must be observed in all Aided Schools and also in all Unaided Schools in which scholarships are held :—

(1) No school shall admit a pupil from another school without a Discharge Certificate under the signature of the Principal Teacher from the latter.

(2) The Discharge Certificate shall be in the form prescribed in the Appendix, stating—

(*a*) the date of admission ;

(*b*) the date of withdrawal ;

(*c*) the reason for withdrawal ;

(*d*) the pupil's conduct ;

(*e*) whether all sums due to the school have been paid.

(3) If the sums due to the previous school have not been paid, the pupil shall not be admitted to another school, except with the sanction of the Manager of the former, or the written order of the Inspector.

(4) On application being made for it, the Discharge Certificate shall at once be given to the parents or guardians of the pupil withdrawn.

Form of Discharge Certificate.

Discharge Certificate of (pupil's name in full) from (name of school)

Date of admission..

Date of withdrawal..

Reason assigned for withdrawal..

Conduct of pupil..

Whether all sums due to the school have been paid..

Dated.......................... *Principal Teacher.*

Article 22 (*c*) ... The following addition made to the note :—

*In respect of the grant for Systematic Drill, the rate will be raised to Rs. 6 for every Volunteer cadet taught in the school, who is certified by the Commanding Officer of the Corps as thoroughly efficient.

The following addition made to the foot-note :—

When a grant is claimed on account of Volunteer cadets, a list should be submitted to the Inspector at the time of his annual visit to the school, supported by a certificate from the Commanding Officer of the Corps that the cadets on the list are thoroughly efficient.

and the following foot-note added :—

Grants under Article 22, clause (*c*), for Gymnastics will be given for girls also above 8 years of age, provided a qualified instructor is employed.

Article 29 .. The following addition made to the foot-note :—

If a candidate appears more than once at the Final Standard Examination he will be required to pay the prescribed fee on each occasion.

Article 31 ... The following foot-note added :—

If sanction on account of the grant payable during any school-year is not accorded within the first month of that year, the Department may authorise the payment of a monthly advance (not exceeding the amount paid monthly on account of the grant during the previous year) to be adjusted when the new grant is sanctioned, provided it is shown to the satisfaction of the Department that, owing to the state of the finances of the school, grave inconvenience would be felt in the absence of such assistance.

Article 38 ... The following foot-notes added :—

The special grants of this and the following Article are intended to assist in providing education for poor children properly belonging to the Province ; they are not meant for poor children from other Provinces.

Grants will not be sanctioned in favour of children not on the rolls of the school at the date of the annual inspection.

Article 40 ... In the foot-note, under "expenditure on tuition does not include expenditure on," the following has been added :—

(*g*) Interest on debt incurred in the purchase or erection of quarters for boarders,

and the clause immediately following altered to—

The monthly accounts of direct and of indirect expenditure should be kept separately by every school ; and nothing but *actual disbursements* under any of the above heads should be shown in the returns prescribed in the Appendix, Form II B., pages 72-73.

The following addition made to the foot-note :—

The following directions should be followed in filling up Form II B., pages 72 and 73 :—

After ascertaining the direct income and expenditure for a month, *which should invariably be the amount actually received and disbursed during that month* as shown in the School accounts, the filling up of the left hand side (or *A* portion) of the form should be proceeded with. The income actually received under the three heads given in columns 2, 3 and 4 of the form and the expenditure under column 6 should then be entered. The same should be done for each month of the school-year in the proper columns, the totals for the twelve months being shown at the foot of the several columns. Under column 2 the amount entered must not include any sum received as a grant for boarders under Chapter II, Section IV, such sums being returned inthe right hand side (or *B* portion) of the form as indirect expenditure. Under column 3, fees received for music, painting, or other subjects for which a grant cannot be claimed should be shown separately, and in red ink, immediately below the entry of the ordinary tuition fees for each month of the school-year.

When the income and expenditure have been recorded separately for all the months of the year, the totals of the several columns should then be found. If the total of "expenditure" for the year is not the same as the total income, the balance, if a surplus, must be deducted from the total of columns 4 and 5 ; if a deficit, it must be added to both those columns. When this is done, the total expenditure and income will balance.

Space is left for any estimated additions to the expenditure under Article 40 (*foot-note*) in order to determine the maximum grant admissible. These entries, however, will be made by the Inspector.

The right hand side (or *B* portion) of the form should show in a lump the total indirect income and expenditure for the whole year against the several side headings as below, which should invariably be the amount actually received and disbursed during the year on account of each :—

(1) Scholarships ;

(2) Expenditure on boarding ;

(3) Extraordinary expenditure on furniture, apparatus and libraries ; and

(4) Expenditure on School buildings.

The income on account of scholarships, if any, should be shown against that head, the actual amount drawn from the Government Treasury being entered under the column of Grants from "Provincial Revenues." As a rule, there will be no income from fees towards scholarships; but there are likely to be some such from Endowments and other Sources, which should be shown under column 4.

All expenditure on boarding should be entered against the heading 'Boarding.' The income on this account from Provincial Revenues is the amount of grants for boarders sanctioned towards defraying this expenditure and earned under Chapter II, Section IV, Articles 37—39 of the Code. The income from fees should be that on account of the fees realized for boarding only. The income from endowments, etc., should be the whole amount actually derived from those sources for the support of the boarding.

Income and charges, if any, on account of extraordinary expenditure on furniture, apparatus and libraries from the various sources should be put down against the third side heading, and under the proper columns provided for that purpose.

Similarly, the income and expenditure, if any, on account of School buildings should be entered against that head, and under the appropriate columns from the various sources.

The income and expenditure should be balanced as in the case of the *A* portion of the form for direct expenditure, the surplus or deficit being treated similarly.

Article 53 ... The following substituted for the second part of the foot-note :—

The examination of Pupil Teachers will take place at the time of the Annual Middle Standard Examination in the Compulsory Subjects 1 to 4 of Schedule II and in any of the Optional Subjects 1 to 6. The examination in the Art of Teaching will be conducted by the Inspector at the time of the annual examination of the school in which the Pupil Teacher is engaged. A Pupil Teacher may, however, claim exemption from the written part of the examination after his first year's service and yet earn a grant, provided he has passed the Middle Standard Examination in the 1st Division, taking the four Compulsory Subjects of Schedule II.

Article 91 ... The following foot-note added :—

As a rule, grants are available only when they are necessary to enable the Managers to carry out necessary or desirable improvements, and should be applied for before the expenditure is incurred.

Article 106 ... Under the foot-note B—Middle Standard Examination—the clause—

The extent of each of these subjects is defined in Schedule I and the Notes to it.

has been changed to the following :—

The course in each of these subjects is that prescribed in Schedule I and the Notes to it; but, with effect from the year 1895, the questions will embrace the whole courses prescribed in Standards V to VII.

Article 107 ... The following addition made to the foot-note :—

Private candidates and scholars from Unaided Private Schools are not allowed to compete at the Primary and Middle Standard Examinations.

Schedule I ... *Subject 10—Domestic Economy and Sanitary Science—*

The following course prescribed for Standard VI :—

Section I and the first part of Section II of Dr. Mann's Domestic Economy and Household Science.

and the following course for Standard VII :—

The remainder of Section II of Dr. Mann's Domestic Economy and Household Science.

High (or Final) Standard Examinations.

Subject 5 for girls—Domestic Economy.—

The following book prescribed :—Dr. Roberts' Text-Book on Domestic Economy and Sanitary Science.

Subject 6 changed from "Free-hand and Geometrical Drawing" into simply "Drawing for both Boys and Girls;" and the following foot-note added :—

(1) Model Drawing of common objects, such as chairs, tables, desks, etc., as found in dwelling-houses or schools, with very light shading, sufficient to show the various planes of the objects, and not as an exact light and shade drawing. Regard need be paid only to the general direction of the light, and not to small degrees of difference in the shadows.

(2) Drawing to scale from sheets to be published by the Mayo School of Art, or from Longman's Drawing Sheets.*

(3) Geometrical Drawing (for Boys only).—Rawle's, Gill's, or Burchett's Practical Plane Geometry.

NOTES.—The first note against Arithmetic changed to—

The two books most likely to suit this Province are Lock and Lewis's Arithmetic for Indian Schools, and Barnard Smith's Arithmetic for Indian Schools

Schedule II ... *Art of Teaching—end of Second Year—*

The following foot-note added with reference to the second section, *i. e.*, to write notes of a lesson on some common object :—

Each Pupil-Teacher will be required to sumbit to the Inspector notes on, at least, six separate lessons which he has given to a class, with the recorded comments of the Principal Teacher.

Extract, paragraphs 3 and 4, of letter No. 168, dated 15th July, 1894, from T. C. Lewis, Esq., M.A., Inspector of European Schools, Punjab, to the Director of Public Instruction, Punjab. No. 10.

* * * * * * * *

3. Collective or Class Examination can in the nature of things only be adopted in the case of class subjects, not in the case of either elementary or special subjects, so long as the rules are in force which make the instruction grant an individual one for each child dependent so completely upon his or her success in these subjects [Article 24 (*a*) and (*d*).] Further, there is no gain to be derived from introducing the proposed system in the examination in Mathematics in Standards V, VI and VII. The Note to Article 107 (*b*) practically excludes English, Geography, Urdu (and Needle-work) from the trial in Standard VII; while Article 50 (*b*) in the same way practically excludes the application of the proposal to the class subjects in Standard VI. As Standard IV is the Upper Primary Standard marking the termination of the Primary School course, it seems to me well to retain individual examination for that standard, as well as for Standard VII if it is to be retained anywhere. Acting on these principles, it will be seen that I have been able to resort to Class Examination to only a limited extent.

4. As regards the arguments that weighed with the Conference of European Inspectors (Mussoorie, 1886), it appears to me that an individual examination in some of the subjects in all standards, and in some of the standards in all subjects, is enough to serve as "a valuable lesson to the Teachers, pointing out the defects in their method of teaching, and showing how to remedy them" and that no deterioration should result from a partial introduction of Class Examination in the manner explained above. Further, I am of opinion that if scholars' registers show the proficiency of the scholars individually in Standards IV and VII, they will sufficiently serve the purpose of 'Certificates of Proficiency.' I entirely agree as the result of three years' experience of this work with the opinion expressed by Government of India in its Resolution on the Proceedings of the Conference, that individual examination carried out in the absolute way prescribed in the Code must lead to delay in the work, and to a need for increased inspecting agency, and therefore increased expenditure ; and I submit that these results are scarcely necessary in the interests of education, however necessary they may be in order to carry out in their entirety the system of the Code. My trial of the system of Collective or Class Examination in one or two of the less important class subjects in selected schools has not brought to light any unsuspected difficulty ; and I am therefore of opinion that it may be advantageously adopted more generally on the lines already indicated in this letter, and in accordance with the proposals previously submitted to you, to which you conveyed your sanction in your letter, No. 23, dated 4th January, 1894. Time and labour will be saved, which are now expended to little good purpose.

Extract, paragraphs 3, 4, 5, 6, 7 and 8, of letter No. 172, dated 16th July, 1894, from T. C. Lewis, Esq., M. A., Inspector of European Schools, Punjab, to the Director of Public Instruction, Punjab. No. 11.

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3. On receipt of your letter I addressed a Circular to the Managers of European Schools in the Punjab, asking for an expression of their views regarding the possibility or

desirability of adopting the suggested changes. It will be observed that four suggestions are here made by the Government of India:—

I.—That Drawing should be compulsory in the Final Standard;

II.—That Physics ditto ditto;

III.—That Drawing should be an elementary, and therefore compulsory, subject in all standards;

IV.—That Elementary Science should be an optional class subject in Standards I to IV.

The great majority of School Managers are strongly opposed to the first three proposals involving an addition to the number of compulsory subjects: while with regard to the fourth proposal, which merely increases the number of optional class subjects, the majority record their opinion in favour of the suggested change. It will be convenient to deal with these proposals one by one.

4. With regard to the proposal to make Drawing compulsory in the Final Standard Examination it is pointed out that it would first be advisable to provide for teaching it throughout the Middle and High Departments, whether it is or is not taught in Standards I to IV. It is also maintained that the present compulsory subjects—five in number—include 15 different text-books, and are extensive enough to occupy all the available time of many of the scholars; that as the subject is not an obligatory qualification for Teachers, the change would require a special Master in some cases, as well as the purchase of mathematical instruments, etc., and therefore an additional expenditure which schools might be unable to incur. Objection is likewise raised on the ground that there are boys and girls who are utterly unable to learn Drawing, and it would be peculiarly hard upon them to make the subject compulsory. Mention is also made of the facts that in Plain Schools in the Punjab the severity of the hot weather is felt as a serious drawback to the progress of school work, while in most Hill Schools there is not much more than half the year to work in before the annual inspection takes place; for these reasons any increase of the burden which teachers and scholars have to bear is generally deprecated. Some Managers, including Revd. A. H. Hildesley, Principal, Lawrence Military Asylum, Sanawar, while thinking it advantageous to make the subject compulsory in the Final Standard Examination for boys, are opposed to a similar change with reference to girls, since the latter have to do a large amount of domestic work. Mr. Hildesley also very properly remarks, with regard to both Drawing and Physics, that if the subjects cannot be well taught, it would be far better to let them alone. Other Managers who approve of the proposal generally limit themselves to the bare expression of their opinion. In taking these objections into consideration it is necessary to bear in mind that a compulsory subject at the Final Standard Examination is one which a candidate must take up, but in which he is not absolutely obliged to pass. In order to pass he must obtain 40 per cent. of the marks in the compulsory subjects. While, therefore, a candidate who suffered from a natural inability to learn Drawing would be placed at a great disadvantage, he would not necessarily be shut out from passing the examination, and the hardship would be less than has been imagined by Managers who have represented his case. The contention that provision would be necessary for the teaching of the subject throughout the Middle and High Departments is not conclusive against the change, nor, as a matter of fact, was it so put forward by the Head Master of Bishop Cotton School, to whom it is due. As regards the amount of work at present included in the compulsory course, and the short time available in the school-year, these are, no doubt, important considerations; but, on the other hand, many scholars find time for Drawing even now, when it is an optional subject, and there would not, I think, be any difficulty in making provision for it in the time-table throughout the Middle and High Departments of all High Schools, at least for boys; the subject is so different from the other subjects ordinarily included in school studies, that it serves as a sort of relief to the monotony of the other work, instead of being a dead weight added to existing burdens. As Drawing is already taught in, I believe, all the High Schools of the Province, the change would not seem to require the appointment of special Masters, but some small extra expenditure might be called for on account of mathematical instruments,

if provided by the schools; where, however, Drawing is now taught, it is generally, if not always, treated as an extra, and an extra fee is charged for it. If made compulsory, the extra fee would have to be dropped, and the only way in which schools could make up their loss would be to increase the consolidated fee by the same amount, which might be a difficult thing for them to do. From this review of the whole question as it affects our somewhat limited High School classes, I am of opinion that it is both desirable and practicable to encourage the teaching of Drawing by making it compulsory in the Final or High Standard Examination in the case of boys. But I think that it would be but fair to give ample notice of the change, if it is to be introduced, so that boys may take up the subject at least at the beginning of their second year in the Middle Department. As a corollary it would be well to make it a class instead of a special subject in the Middle Department of High Schools, if not in all schools. I would add that of the High Schools for boys in the Province, the Managers or Principals of L. M. Asylums, Sanawar and Murree, favour the change; the Boys' High School, Lahore, and St. Thomas' College, Murree, are opposed to it; the Head Master of Bishop Cotton School is of opinion personally that every boy in the school should be taught Drawing, and does not seem to find any serious difficulty in carrying it out; he, however, thinks that, if any alteration is made, a year's notice at least should be given of it. I think it would be unwise to make Drawing at present a compulsory subject in the Final Standard Examination for girls.

5. In favour of the proposal to make Physics a compulsory subject in the Final Examination for boys, there are three High Schools, *viz.*, Bishop Cotton (where the subject is practically compulsory now), and the two Lawrence Asylums; the other two schools oppose it; but the subject is taught in the Boys' High School, Lahore. It would, in my opinion, be better not to make two additions to the compulsory subjects at once; and I would therefore suggest that this proposal should be postponed for a time. The arguments employed against it are in general much the same as those mentioned in paragraph 4 with reference to Drawing; but some of them have greater weight in this instance.

6. As regards the proposal to make Drawing an elementary (and therefore compulsory) subject in all standards, there is a great preponderance of votes in opposition to it. I would suggest, however, that Drawing should be added to the list of class subjects in Standards I to IV, and suitable courses prescribed, not forgetting that this would necessitate a change in the courses now prescribed for the Middle and High Departments. At the same time, it might be possible to require the teaching of the subject throughout all schools, unless, for special reasons, the sanction of the Department has been obtained to its omission for some given period. Such provision appears necessary, since in many of the smaller schools, where teaching in this subject is not now available, it would be impossible to make the requisite changes in the teaching staff immediately.

7. With few exceptions, the schools are ready to accept Elementary Science as an optional subject in Standards I to IV, provided it is taught in accordance with an approved scheme or text-book of object lessons, and by competent teachers. In drawing up the scheme it would be well to arrange for two courses, *viz.*, one in Physical Science and one in Physiology; at the Mayo Industrial School, Simla, a preference for the latter branch of Science is expressed, and under the present Head Mistress it would be well taught there. These courses in Science should constitute a preparation for the present Middle School courses.

8. Summarising my conclusions, I am in favour of Drawing being made compulsory in the Final Standard for boys, and of Elementary Science by means of object lessons being included in the list of optional class subjects in Standards I to IV; but it appears to me unadvisable to make Physics compulsory yet in the Final Standard Examination, or to make Drawing an elementary, and therefore compulsory, subject in all standards; the latter subject might, however, be added to the list of optional class subjects in Standards I to IV, the higher courses being revised accordingly.

No. 12. *Extract, paragraphs 6, 7, 8, 9, 15, 17 and 18, of letter No. 265, dated 8th November, 1894, from F. Haden Cope, Esq., M.A., Officiating Inspector of European Schools, Punjab, to the Director of Public Instruction, Punjab.*

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6. With reference to the collective system of examining, I may say at the outset that I am very much in favour of its adoption in some form or other for *all* subejcts and *all* standards. This would, of course, need the recasting of the greater part of the Code for European Schools.

7. My reasons are, mainly, as follows:—

The object of nearly every School Master or Mistress is to get as good a grant as possible. Under our present system there is no incentive to do anything more than make the children capable of 'passing.' *Excellence* is at a discount. A boy who just passes in an elementary or in class subject earns precisely the same for his school as one who is really *excellent* in it. Also, if a boy does not pass, it makes no difference to the school if he merely just fails or if he knows absolutely nothing of the subject. But when we introduced collective examining, the case is entirely altered. Every *excellent* child tends to raise the class mark and every *bad* child tends to lower it, and this exactly in proportion to the scholar's degree of excellence or badness.

8. Our present system tends, in my humble opinion, towards mediocrity. If a boy knows enough to pass in a certain subject, leave him alone, and push him on in some other subject in which he is weak. If a boy is hopelessly bad, leave him alone also and push him on in something else. I do not say that this is the *practice* in any school. I merely say that there is a tendency in many to do this.

9. The tendency of the collective method of examining, or examining by sample, is necessarily to induce every effort being made towards class excellence, and not individual proficiency, while when it is adopted the Inspector is able to weigh and take into consideration when awarding the grant the *quality* of the work done. This he cannot do when he is instructed by the Code to award a certain instruction grant, which is a fixed, and not a variable one, for every child who, under certain conditions, "passes" in a subject, and, as I have said, a bare pass is every whit as advantageous to the school as a really excellent one. Under our present system it is not unusual to find a school, the instructional state of which cannot certainly be classed as above "very fair," earning a handsome grant. This is accomplished by the Head Teacher carefully studying the Code, seeing exactly what knowledge is requisite to pass in each standard, and carefully instructing his or her scholars up to Code requirements, but not beyond. It is a common thing to find in a school of this sort sums in Arithmetic correctly worked, but a knowledge of principles wanting; in Geography and History Glib book answers are given, but no real understanding or appreciation of the subject shown. In Algebra, book work correctly done, but problems not attempted; in Euclid propositions written out correctly, but Riders left untouched. In such a school an Inspector has the uncomfortable feeling as he passes boy after boy that they have not been educated in the broadest sense of the word, but merely carefully prepared for his examination, and that the Master's sole aim has been to get a "pass" wherever possible. Yet he is, owing to the system by which he is bound, powerless. He might, it is true, possibly reduce the grant under Article 4; but the practice in this Province has been, I find, to, in almost every case, give the maximum, and a school would now consider itself very hardly treated if it did not receive the whole. Again under our present system, it is much harder to get a general idea of a school than it is under the collective method. In examining a class boy by boy we arrive at each particular boy's knowledge of the subject we have in hand. But we do not get nearly such a good general impression of the class or of the quality of the work done as we can when we view the class as a whole. Employ class questioning and often have simultaneous answering, and so forth. Hence I should much like to see our present system exchanged for examining by sample, or collectively; but, as I imagine it improbable that Government would agree to such a drastic change, I have the honour to put forward the following scheme, which would join the two methods and would render entire transition to the collective

system, if at some future time such a course should be deemed desirable, comparatively easy of accomplishment :—

(a).—The Lawrence Asylums, whose grants do not depend on the results of their examinations, shall always be examined by sample. Each of the remaining European Schools of the Province shall be examined, as at present, by the individual method every fourth year, the whole number of such schools being split into four blocks for this purpose.

(b).—The schools in any year not examined by the individual method shall be thoroughly inspected and examined by sample.

(c).—If any new school be put on the list, it shall be examined, at the inspection next following its being put on the list, by the individual method.

(d).—*Grants*.—The rules under which grants are given shall remain as at present save for the following modifications. At the *quadrennial* examination of the school the grants earned shall be calculated as at present, except that instruction grants, which are now given at Rs. 6 per pass, shall be given as follows :—

(e).—The children will be examined in their standards as at present, but instead of Rs. 6 being given for a pass, Rs. 4 will be awarded. When this has been done, and all the standards in a *department* have been examined in class and elementary subjects, the amounts they have earned shall be added together. Suppose 20 children in the V, VI and VII Standards have earned among them an instruction grant of Rs. 400, the Inspector shall then, bearing in mind the *quality* of the work and the intelligence generally shown by the classes or standards in the department of the school, be it a Primary or a Middle, shall give any sum he thinks fit, or none, up to half the amount earned, in addition to this amount. In this case he could give a sum up to Rs. 200. This would mean that each *pass* gave the school Rs. 4, and that this sum might be increased up to Rs. 6 if the results were really satisfactory.

(f).—As the rules stand at present, these 20 children would earn for the school Rs. 600 among them, whether they barely passed or whether they were really excellent; under the rule as I propose it they would earn Rs. 400 if they just passed, and anything up to a limit of Rs. 600 according to the *quality* of the work shown.

(g).—In the three years intervening between two quadrennial examinations, the instruction grant would be determined as follows :—

(h).—The average amount which each scholar in a given department had earned with the passes calculated at Rs. 4 per pass would be given in each of these years per unit of average attendance throughout that department. An additional grant up to one-half of this total would be given according to the quality of the work shown in each particular year.

(i).—In the case I am considering 20 children earned an instruction grant for their passes in elementary and class subjects of Rs. 400, or Rs. 20 per head, in addition to the sum which the Inspector might see fit to give up to Rs. 200.

(j).—For the three intervening years the ordinary instruction grant would be for this department Rs. 20 per unit of attendance. If in the first year after the quadrennial inspection there were 30 children in the department in average attendance, they would earn Rs. 500 instruction grant plus any fraction of Rs. 250 which the Inspector chose to give. If any class subject ceases to be taught, and no new one is substituted for it, a reduction of Rs. 3 per unit on that sanctioned for the four years to be made.

(k).—If a school desires to start a new additional class subject between quadrennial inspections, it must give notice to the Inspector at one annual inspection, and he will then examine in it at the next. If more than half the class satisfy him in it when he examines, he will add a sum calculated at Rs. 4 a head for a pass and such a proportion of Rs. 2 in addition as he may think

fit and just. Special subject will receive a grant from year to year at Rs. 4 for a pass and such proportion of Rs. 2 in addition as the Inspector may think fit for every scholar passing.

(l).—In inter-quadrennial years the grants for instruction will be given per unit of average attendance, and *not* only for scholars who have put in the requisite number of school meetings as laid down in Article 23.

(m).—Grants given for attendance under Article 21, and for discipline, singing and drill, will be given as at present; but the provisions of the Note to Article 22, that the grants given under it are fixed at the discretion of the Inspector, and that the *maximum* rates can only be awarded when he is *completely satisfied*, will be transferred from the Note to the Article itself.

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15. With regard to paragraph 3 of your letter under reply, namely, the making of Drawing a compulsory subject in the Final Standard Examination for boys, you say that it is very desirable that it should be stated precisely how far that subject is taught up to the prescribed standard in Boys' Schools and how far it has been taken up by boys in the Final Examination in the past two years. In reply to this I may state that in the inspectional season just ended, that is to say, of the Plain Schools in the spring and the Hill Schools in the autumn, 144 boys from the different schools were presented in Drawing in Standards V, VI and VII, and of these no less than 106 passed; but in the Final Standard Examination of 1892 no boys appeared, while only 3 appeared this year, all of whom failed. These results are, I admit, contradictory. But I think the explanation of the apparent contradiction is to be found in the fact that the custom has been, in the Inspector's annual examination, not to examine the boys in work actually done in front of the Inspector, but simply to look at the work put forward as having been done by the boys in the course of the preceding twelve months. Now, without for a moment hinting that this work has not been what it has been stated to be, namely, the work of the different boys, I do think that it can be said to have been a real test. The drawings may have been, and indeed often show signs of having been, rubbed out times and again, and it is possible too that the Master may have given a few finishing touches. The subject is a special one, and if the examination is to consist merely of the inspection of a few drawings done previous to the examination, it is comparatively easy to pass cent. per cent. of the boys presented. In the Final Standard, however, when the boys have perhaps to enlarge, in a given time, from a specimen drawing given, the case is different. Hence the few presentations in this examination and also the failures.

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17. Turning now to the question referred to me, namely, should Drawing be made a compulsory subject in the Final Standard Examination, I must dissent from my predecessor and say no. The Province is not as yet ready for this. In England, the latest edition of Code for 1894, Article 85 *(b)*, lays down as one of the conditions of a grant being given that "the boys in a school for older scholars are satisfactorily taught Drawing with or without other manual instruction." But the very next paragraph says that the conditions of the Article with respect to Drawing will not be enforced in schools when the Inspector certifies that means for teaching Drawing "cannot *readily be* procured." We cannot hope to be ahead of England, and if we introduced Drawing as a compulsory subject, it would have to be with a nullifying proviso such as this. But a more important point, in my opinion, is this, namely, that Government desires to encourage boys to take up the Final Standard Examination rather than that of one of the Universities, *vide* Note to Article 30 of the Code for European Schools. But if we made Drawing a compulsory subject in this Examination, which is already none too popular, we should most certainly drive boys from taking it up.

18. With regard to paragraph 4 of your letter on the making of Needle-work compulsory for girls in the Primary and Middle Standard Examinations, I think we are all agreed on the advisability of this change. I have circulated your scheme for the examinations in the subject among the Head Mistresses of Girls' Schools, and, as soon as I receive all their replies, will let you know what their opinions are. * * * *

Scheme of Examination in Needle-work for the Scholarship Examination. No. 13.

(APPROVED BY THE MANAGERS OF SCHOOLS IN THE PUNJAB.)

PRIMARY STANDARD EXAMINATION.

(1) Hemming, Seaming, Stitching, and Herring-boning, half an hour each ... ... 2 hours.

(2) Knitting and Darning, one hour each ... ... 2 hours.

The test in each to be as follows :—

Hemming.—To double down the long sides of a piece of calico, 10 inches by 8; and hem both sides.

Seaming.—Tear the hemmed piece of calico down the centre lengthways, fix and seam together.

Stitching.—To prepare for stitching and stitch a piece of calico 8 inches in length.

Herring-boning.—To herring-bone the four sides of a piece of flannel 6 inches square.

Knitting.—To cast on 42 loops, and knit 20 rows, plain and purl, alternately, with four needles.

Darning.—To darn an inch and a half square on plain stocking material.

The following materials to be provided by the candidates :—

1. *For Hemming.*—A piece of calico 10 inches by 8.
2. *For Stitching.*—A second piece of calico 10 inches by 2.
3. *For Herring-boning.*—A piece of flannel 6 inches square.
4. *For Darning.*—The leg or foot of an old sock.
5. *Sewing and Darning Needles.*—A set of four knitting needles, and the thread and wool necessary for the work of the Standard.

MIDDLE STANDARD EXAMINATION.

(1) Gathering, Frilling, Running-tucks and Button-holing, half an hour each ... ... 2 hours.

(2) Knitting, 1 hour; Darning, half an hour; and Patching, half an hour ... 2 hours.

The test in each to be as follows :—

Gathering.—To gather and stroke down 12 inches of calico, and set into a band of 6 inches.

Frilling.—To hem and whip 6 inches of muslin, and set on to a calico band of 3 inches. Mark on the band a letter selected by the Examiner.

Running-tucks.—To run three-quarter inch tucks on a piece of calico 7 inches long, with spaces of a quarter of an inch between the tucks.

Button-holing.—To double down and tack a piece of calico, and on this cut and work 2 three-quarter inch button holes, one with both ends round, and the other with both braced.

Knitting.—To cast on 62 loops, knit five rows with four needles, divide and knit a thickened heel, turn it, pick up the gusset, and cast off.

Darning.—To Swiss darn a space of one inch on hand-knitted stocking material.

Patching.—To put in a patch, two-and-a-half inches square, in a piece of calico.

The following materials to be provided by the candidates :—

1. *For Gathering.*—A piece of calico 12 inches by 4, and another piece 6 inches by 2.
2. *For Frilling.*—A piece of mull-muslin 6 inches by 2, and a piece of calico 3 inches by 2.
3. *For Tucks.*—A piece of calico 7 inches square.
4. *For Button-holing.*—A piece of calico 6 inches by 3.
5. *For Patching.*—A piece of calico 6 inches square, and another piece 3 inches square for the patch.
6. *For Darning.*—A piece of hand-knitted stocking.
7. *Sewing and Darning Needles.*—A set of four steel knitting needles, and the thread and wool necessary for the work of the Standard.

No. 14. From A. L. SAUNDERS, Esq., I.C.S., Officiating Chief Secretary to the Chief Commissioner, Central Provinces, to the Secretary to the Government of India, Home Department,—No. C.—1., dated Camp, the 1st January, 1895.

I am directed to acknowledge receipt of your letter No. 3 (Education)—278, dated the 5th October, 1894, regarding the proposed revision of the Code of Regulations for European Schools in the Bengal Presidency, and to express regret that this reply has been delayed beyond the date fixed. I am to forward a copy of a letter No. D.—5028, dated the 13th November, 1894, from the Inspector General of Education, which shows that the European Schools of the Central Provinces have improved greatly under the existing Code. No additions to it have been made in the Central Provinces since 1888.

2. The Inspector General's letter sets forth suggestions by Managers of European Schools in these Provinces, all of whom have been consulted, which are well worthy the consideration of a Conference. The Chief Commissioner would invite special attention to the views of the Right Revd. F. Pelvet, of Nagpur, which have been repeated to Mr. Woodburn himself with a strength and earnestness that have much impressed him. Bishop Pelvet regards the present curriculum as too exclusively literary, and advocates the extension of industrial training. He also urges the recognition of the final standard for high schools as equivalent to the University Matriculation Examination, and the regulation of the quinquennial grant by the average of the results of the annual examinations instead of by a single examination for the whole period. The first of these proposals will no doubt be advocated from other quarters, and may well engage the most careful consideration of the Conference. The recognition of the final standard for high schools as equivalent to matriculation is supported by the Inspector General and, so far as this Administration is concerned, will be accepted by the Chief Commissioner. The Chief Commissioner will also consider whether the proposal for the regulation of the quinquennial grant can be given effect to without unduly burdening the Inspector of European Schools.

3. Should the Conference assemble, Mr. Thomson, the Inspector General of Education, will be deputed to represent this Administration.

No. 15. From The Officiating Inspector General of Education, Central Provinces, to the Chief Secretary to the Chief Commissioner, Central Provinces,—No. D.—5028, dated the 13th November, 1894.

I have the honor to acknowledge receipt of Government of India, Home Department, letter No. 3 (Education)—278, dated the 5th October, 1894, forwarded under Secretariat endorsement No. 7376, dated the 19th October, 1894. It is proposed to revise the Code for European Schools in the light of the experience that has been gained of its working since the last revision in 1886, and enquiries that were made in Calcutta by the Committee on Pauperism tend to show that the revision, if it is decided to revise, should be directed to the consideration of some means by which the education imparted in schools for Europeans and Eurasians should become more practical.

I have obtained the views of the Inspector of European Schools and the Managers of European Schools on this matter, and these I shall state in brief for the information of the Chief Commissioner.

Dr. Pelvet, Bishop of Nagpur, for many years Principal of St. Francis de Sales' School, Nagpur, the largest institution for Europeans and Eurasians in these Provinces, has favoured me with his opinion. He deplores the Procrastean mould of the studies prescribed by the Code, and according to which all boys, not only up to the primary standard, but up to the middle, pursue the same course of studies, irrespective of aptitudes or abilities, the fact being that, in his opinion, 50 per cent. have the ability to study up to the primary standard only, 30 per cent. might be capable of going as far as the middle, and only 20 per cent. possess the ability to advance to the final standard of high schools.

He suggests—

(1) The establishment of a large industrial school by Government, or by a private society with subsidies and Government protection, for teaching paying industries.

(2) The recognition by the Administration and the University of the final standard for high schools as equivalent to the Matriculation Examination.

(3) A rule to the effect that the quinquennial grant should not be fixed on the result of a single examination, but should be the average of the results of the annual examinations.

The Manager, Christ Church Schools, Jubbulpore, suggests technical education for boys and more domestic education (*e.g.*, cooking) for girls, boys being left free to choose their own technical subjects. He also advocates the increase of the grants for elementary subjects.

The Manager, Bishop's School, Nagpur, adopting the opinion of the headmaster, thinks the education required by the Code fits boys for clerkships more than practical employment, and recommends that "mechanical work" should be more aimed at. He would curtail the number of subjects and encourage the study of a vernacular.

The Principal, St. Aloysius' School, Jubbulpore, directs his proposals towards the mode of examination in English. He suggests the removal of mathematics from the list, and the study of a vernacular. He advocates the recognition of the final standard for high schools as equivalent to Entrance, and proposes to make grant depend on the average result of annual examinations.

The Lady Superior, Convent School, Nagpur, whose opinion may be taken as representing that of the Convent Schools, Jubbulpore and Kamptee, also urges—

(1) That French, drawing, and music should be regarded as accomplishments to be paid for by the well-to-do; and as standing apart from the ordinary curriculum. She would deal with elementary science and mathematics in a similar way; needle-work, so essential for girls and to which much time is devoted, is denied a place in the primary and middle school examinations. Girls have to learn sewing in addition to the subjects required of boys for these standards. She also thinks too many subjects and too much of each are required of girls.

The Inspector of European Schools thinks that very few changes are needed in the Code. He states, what is unchallenged, that under the Code, schools for Europeans have greatly improved, and he says that as yet no great difficulty is experienced in finding employment for well educated lads. He thinks the physique of the boys might be improved by making gymnastics compulsory and a basis for technical education be laid by making drawing compulsory.

These are the opinions that have been laid before me. I attach great importance to the views of the Bishop of Nagpur. No man in these Provinces can pretend to so intimate a knowledge of the problem of Eurasian education in all its bearings. I agree with him in the estimate he forms of the capacities of the boys. A moiety only of them are fitted for an education such as the Code prescribes beyond the primary standard. For the others manual employment is desirable, and how this can be provided is a question that the proposed Conference would be called on to consider.

I also agree with Dr. Pelvet in thinking the final standard for high schools should be recognised as equivalent to the Entrance. This, however, is a matter that rests with the administration. A certificate of having passed the final standard of the Code for high schools denotes wider culture and training than the Entrance certificate, and I have no hesitation in recommending this proposal for the Chief Commissioner's sanction. The recognition of this standard by the Universities, however, is a matter for the consideration of the Universities themselves.

With regard to making the quinquennial grant depend on the average of the results of the annual examinations, one reason for the adoption of Article 38 of the Code was to lighten the work of the Inspector of European Schools by requiring him to hold a detailed and minute examination of the schools periodically instead of annually. This is not, however, a question for the proposed Conference; it can, if necessary, be considered and dealt with by the local Administration.

The proposal of the Inspector of European Schools to make Drawing compulsory is one worthy of consideration, and would be dealt with by the proposed Conference in connection with technical education.

The views I have now considered embody the opinions of the Managers of the Christ Church School, Jubbulpore, and the Bishop's School, Nagpur, so far as Boys' Schools are concerned, and the proposals of the Principal, St. Aloysius' School, Jubbulpore, where they go beyond the foregoing, are such as can be met, if necessary, under the existing Code.

With regard to girls' schools, there are only two proposals before me not already met by the rules of the Code. The first is, to give needle-work a place in the Primary and Middle School certificate and Scholarship Examinations; the second, to teach domestic economy practically to girls. Both these proposals may, I think, be considered by the Conference. The difficulty of adopting them is a practical one.

Proposals have already been submitted to the Chief Commissioner in this office letter No. D.-3207, dated the 17th July, 1894, for modifying the grant under Article 27 for the final standard for high schools. This proposal might be considered by the Conference; but in the aspect in which it has been presented for consideration it is a question of local finance and policy.

Only one Manager has suggested any alteration in the rates for grant. It should be remembered that the rates for the Central Provinces are special, and higher than those in force in Bengal. The almost unanimous silence of Managers on the question of the grants is, it may be presumed, strong evidence of their adequacy, and it is generally admitted that the grants as now awarded are liberal. The Code does not recognise the Entrance Examination of any University, and nothing is given for passing by that standard. But it should be remembered that this was done advisedly in order to induce schools to present candidates, by the final standard for high schools as a wider, more liberal and more practical standard than the Entrance standard of the Universities, designed, specially, not for Europeans but Natives. I am not prepared to advise the re-opening of a question which was settled on its present footing after long and earnest consideration.

With regard to paragraph 3 of Government of India letter under reply, I beg to state that no additions have been made to the Code by the local Government since 1888.

With reference to paragraph 2 of Secretariat endorsement No. 7376, dated the 19th October, 1894, it will perhaps be advisable that I should represent these Provinces on the proposed Conference, as I did at the Conferences held in 1885 and 1886 when the Code was last revised. I should think ten days would suffice for the purpose.

No. 16. From Secretary to Chief Commissioner, Burma, to Home, Calcutta,—Telegram No. 376, dated Rangoon, the 15th December, 1894.

Your 377. Revision European Education Code. Decided in 1885 that introduction of Code into Burma unnecessary till revision of rules for aiding European Schools, *vide* your 334 of 31st October, 1885. Code has not yet been introduced, and therefore no additions have been made to it, and no proposals for amending it have come before Chief Commissioner.

No. 17. From B. C. Allen, Esq., Personal Assistant to the Chief Commissioner of Assam, to the Secretary to the Government of India, Home Department,—No. 31 T., dated Camp Sibsagar, the 14th December, 1894.

In reply to your letter No. 3 (Education)—279, dated the 5th October, 1894, and subsequent reminder, asking for an expression of the Chief Commissioner's opinion as to the desirability of a revision of the Code of Regulations for European Schools in the Bengal Presidency, I am directed to forward, for the information of the Government of India, a copy of a communication from the Director of Public Instruction, Assam, marginally noted, and to say that Mr. Ward concurs in the views contained therein.

No 5565 of 1st November, 1894.

No. 18. From J. Willson, Esq., M.A., Director of Public Instruction, Assam, to the Secretary to the Chief Commissioner of Assam,—No. 5565, dated Shillong, the 1st November, 1894.

With reference to your memorandum No. 100 P. I.—7135 G., dated the 23rd October, 1894, forwarding a copy of No. 3 (Education)—279, dated the 5th October, 1894, from the Government of India, to the Chief Commissioner of Assam, on the subject of the revision of the Code of Regulations for European Schools in Bengal, I have the honour to report that no additions have been made to the Code by the Assam Government.

2. The Code, I consider, requires to be revised, but do not think it necessary that any one from Assam be deputed as a member of the proposed Committee.

3. We have only one European and Eurasian school in the province, namely, that at Shillong, and any Code which meets the requirements of Bengal will do for Assam, provided the power of giving a grant outside the grant under the system of rewards, as allowed by Article 31 of the Code for 1884, is still retained. I bring this prominently to notice, as for years to come we cannot hope to keep up the school at Shillong under the rules of payments by rewards.

From Major C. W. RAVENSHAW, I.S.C., Secretary to the Chief Commissioner of Coorg, to the Secretary to the Government of India, Home Department,—No. 2145—36-85, dated Bangalore, the 29th November, 1894. No. 19.

I am directed to acknowledge the receipt of your letter No. 3 (Education)—280, dated the 5th October, 1894, on the subject of the revision of the Code of Regulations for European Schools in the Bengal Presidency.

2. In reply I am to say, as regards the enquiry contained in paragraph 2 of your letter, that in the opinion of the Chief Commissioner, a revision of the Code is very desirable, and he proposes to depute Mr. E. Marsden, Inspector of Schools, Central Circle, Madras, to represent Coorg and the Civil and Military Station of Bangalore in the Conference to be held at Calcutta during the ensuing cold season. This officer has accordingly been directed to hold himself in readiness, pending receipt of further instructions from the Government of India.

3. I am to remark, with reference to paragraph 3 of your letter under acknowledgment, that no additions have been made to the Code in Coorg since 1888, nor any proposals for amending it.

From A. L. P. TUCKER, Esq., Secretary for Berar to the Resident, Hyderabad, to the Secretary to the Government of India, Home Department,—No. 6, dated Hyderabad Residency, the 8th January, 1895. No. 20.

I am directed to acknowledge the receipt of Mr. Hewett's letter No. 3 (Education)—281, dated the 5th October, 1894, conveying certain suggestions of the Government of India regarding the Bengal Code of Regulations for European schools.

In reply I am to say that, although in paragraph 221 (page 308) of Mr. Nash's Review of Progress of Education in India, during the second quinquennial period of 1887-88 to 1891-92 the contrary is erroneously stated, the Bengal Code is not in force in the Hyderabad Assigned Districts. In this connection I am to enclose a copy of my predecessor's letter No. 1020, dated the 8th April, 1890, to the Under-Secretary of State for India, despatched in pursuance of the orders of the Government of India communicated in Home Department letter No. 2—63, dated the 7th February, 1890. As stated therein, there are no European or Eurasian schools of any importance in Berar, the single remaining school at Amraoti contained only 15 boys and 33 girls on the 31st March last. The Resident, therefore, thinks it unnecessary that the Hyderabad Assigned Districts should be represented at the Conference under contemplation, as intimated in my telegram No. 392 of the 12th December, 1894, and has no suggestions to offer regarding the Code's revisionbased on any experience gained in that Province.

3. I am, however, in respect of paragraph 3 of the letter under reply, to enclose, for the information of the Government of India, a copy of a Resolution * passed by the Resident, in which sanction is accorded, to the application, with some limitations, of Article 33 of the Bengal Code to certain European schools in Secunderabad and other cantonments and elsewhere in His Highness the Nizam's territories. The reasons which led to the provisos under which the Bengal Article and rules are introduced will be gathered from the correspondence appended to the Resolution.

* No. 3 (Political), dated the 3rd January, 1895.

No. 21.

From the Secretary for Berar to the Resident, Hyderabad, to the Under-Secretary of State for India, London.—No. 1020, dated the 8th April, 1890.

Under instructions from the Government of India, in the Home Department, I am directed to forward a copy of the grant-in-aid rules † in force in the Hyderabad Assigned Districts, and to explain that the rules apply not only to the indigenous but also to the European and Eurasian schools in the province.

† Resident's Book-Circular No. 11, dated the 12th April, 1878.
Revised grant-in-aid rules, dated 18th April, 1887, applicable to indigenous schools in supersession of the rules in Part B of the Book-Circular, quoted above.

I am to add that there is no separate Code for European and Eurasian schools in the Province. There are only two such schools, and the total number of schools in both at the close of 1888-89 was 37.

"It is requested that the number of the Book-Circular issued on the 10th April, 1878, may be altered from LIII to I."

Book Circular No. II, dated the 12th April, 1878, from the Secretary for Berar to Resident, Hyderabad, to the Commissioner and Heads of Departments, Hyderabad Assigned Districts.

The subjoined rules for grants-in-aid to private schools, which were published at page 163 of the *Residency Orders,* are circulated for the information and guidance of all Revenue and Educational Officers who are requested to see, while on their tours, that the rules are properly understood by the people of the province.

A

Grant-in-aid Rules applicable to private schools for General Education in the Hyderabad Assigned Districts.

I.—The Resident at his discretion, and upon such conditions as may seem fit in each case (reference being had to the requirements of each district as compared with others and to the funds at the disposal of Government) will grant aid in money, books, or otherwise, to any school in which a good secular education is given through the medium either of English or the vernacular tongue to males or females, or both, and which is under adequate local management.

II.—In respect of any such schools for which application for aid is made, full information must be supplied on the following points :—

Firstly.—The pecuniary resources, permanent and temporary, on which the school will depend for support.

Secondly.—The proposed average annual expenditure on the school.

Thirdly.—The estimated average number of pupils that will receive instruction, the ages of the pupils, and the average duration of their attendance at the school.

Fourthly.—The persons responsible for the management and permanence of the school, and the time for which they will continue to be responsible.

Fifthly.—The nature and extent of the course of instruction that will be imparted. The standards and the books to be used in each.

Sixthly.—The number, qualifications, names, and salaries of masters and mistresses, and subjects taught or to be taught by each.

Seventhly.—The nature and amount of aid sought, and the purpose to which it is to be applied.

III.—Any school to which aid may be given shall be at all times open to inspection and examination, together with all its accounts and list of establishment and scholars, by any officer appointed by the local Administration for the purpose. Such inspection and examination shall have reference to secular instruction only.

IV.—The Government will not in any manner interfere with the actual management of a school thus aided ; but will seek, upon the frequent reports of its Inspectors to judge from results whether a good secular education is practically imparted or not, and it will withdraw its aid wholly or partially from any school which may be for any considerable period unfavourably reported upon in this respect.

V.—In giving grants-in-aid the Government will observe the following general principles:—Grants-in-aid will be given to those schools only (with the exception of female schools) at which some fee, however small, is required from the scholars; and wherever it is possible to do so, they will be appropriated to specific objects, according to the peculiar wants of each school and district.

VI.—No grant will in any case exceed in amount the sum expended from private sources on secular instructions. Government will always endeavour so to give its aid, that the effect shall not be the substitution of public for private expenditure, but the increase and improvement of education.

VII.—It is to be distinctly understood that grants-in-aid will be awarded only on the principle of perfect religious neutrality, and that no preference will be given to any school on the ground that any particular religious doctrines are taught, or are not taught therein.

VIII.—When the inhabitants of any town desire to establish a department in connection with any zillah or town school for instruction in any science or language not included in the *curriculum* of study, and subscribe a certain sufficient sum for the establishment of such a department, then a grant not exceeding the sum expended from the above-mentioned source may be bestowed.

IX.—Government will also give, on the following conditions, grants-in-aid for the erection of suitable school-houses when they may be required:—

(1) The Director of Public Instruction must declare that there is a necessity for a school building in the locality proposed.

(2) The site, plan, and estimate of the building must be approved of by the Director of Public Instruction.

(3) The amount contributed by the Government shall not exceed, nor in some cases equal, the amount contributed from private sources.

(4) In the event of any building towards the erection, purchase, enlargement, or repair of which a grant may have been made by Government being subsequently diverted to any other than educational purposes, the Government shall have the option of purchasing the building at a valuation, to be determined by arbitrators, credit being given for the amount of the grant which may have been made by the Government.

B

Grant-in-aid Rules applicable to indigenous schools.

I.—Indigenous schools will, on the application of masters, be registered for grants-in-aid by the Director of Public Instruction, on the following conditions:—

Firstly.—That the necessity for an indigenous school in the locality is apparent.

Secondly.—That the school has existed for at least six months before the date of application.

Thirdly.—That it shows an average attendance of at least 12 boys.

Fourthly.—That the master agrees to keep registers of admittance and attendance in accordance to Forms A. and B. annexed.

II.—When a school is once registered, it will be examined by the officers of the Educational Department every year, as far as possible in the same month, and the amount of grant will be determined by the result of such examination.

III.—The annexed schedule shows the standards of examination and the rates payable for a boy passing in each standard and head.

IV.—To gain a proficiency grant, a boy must pass in at least two heads of the standard in which he is examined.

V.—No payment will be made for a boy who has not attended the school for a period of six months prior to the examination; nor for passing a second time in the same standard, or heads of the standards, in the same or other school.

VI.—A capitation grant of eight annas per annum will be paid on the following conditions on the average attendance of scholars during the preceding year; or, in the case of

a new school, during the preceding six months, provided, however, that nothing will be allowed for boys less than five or above eighteen years of age :—

(1) That the registers are properly kept, and the average attendance has been correctly calculated.

(2) That there is an additional teacher for every 25 boys above 50. In the absence of such teachers the grant will be paid for 50 boys only.

(3) That the proficiency grant equals at least one-third of the total grant.

VII.—In the case of girls' schools the payments mentioned in Rules 3 to 6 will be doubled.

VIII.—Grants will also be made for school buildings, furniture, and maps, provided a moiety of the cost is contributed from private sources, and on condition that the buildings, etc., will be made over to Government, when the object for which the grant was made ceases to exist.

IX.—On the application of a well managed indigenous school, Government may, if it should think desirable to do so, give aid to it under the Rules (A) applicable to schools for general education.

A.

Register of Admission of Pupils into the Indigenous School at Taluka, Zilla.

No.	Date of Admission.			Name of pupil.	Age.	Caste.	If previously educated where, and up to what standard of Government or indigenous schools.	Date of leaving.			Standard passed in before leaving. Number of re-admission.	Remarks.
	Date.	Month.	Year.					Date.	Month.	Year.		

B.

Register of Daily Attendance of the Indigenous School at Taluka, Zilla for the month of

Register Number.	Number in school.	Name.	Fee.																																		Number of days the pupil was present out of ( ) on which the school was open.	Remarks.
			Rate.	Date of payment.																																		

(Schedule of Standards of Examination of Indigenous Schools in the Hyderabad Assgined Districts.

Standards.	Heads.							
	1st.—Arithmetic.	Rate of payment.	2nd.—Reading.	Rate of payment.	3rd.—Writing.	Rate of payment.	4th.—General knowledge.	Rate of payment.
I.	Naming at sight at writing on black-board or state figures up to 100 and answering in the multiplication tables up to 30 × 10.	Annas 6.	Reading letters of the Modi and Balbodh alphabets and words of two syllables.	Annas 5.	Writing on the black-board or slate letters of the Modi and Balbodh alphabets and words of two syllables.	Annas 5.		
II.	All the native multiplication tables and addition and subtraction of figures up to 100.	Annas 12.	Reading with understanding a paragraph in Modi from an elementary book, such as the Berar 2nd Book.	Annas 10.	Writing in Modi a sentence from the reading book slowly dictated.	Annas 10.		
III.	The four simple and compound rules either according to the Native or English method.	Rupee 1.	A paragraph in Modi and Balbodh from an advanced reading book such as the Berar 3rd Book, and legibly written Modi papers.	Rupee 1.	Writing to dictation a sentence of three lines from the reading book slowly dictated.	Rupee 1.		
IV.	Simple proportion, including simple interest.	Rupee 1.	A paragraph from a senior book such as the Marathi 4th Book, or from a newspaper and written papers in Modi.	Rupee 1.	Writing in Modi a letter in small hand of the length of ten lines on a foolscap size paper.	Rupee 1.	Geographical knowledge of the Province of Berar.	Rupee 1.

To pass in a head, a pupil must obtain one-third of its total marks, which may be taken to be 60.

Extract from Proceedings of the Resident at Hyderabad (Political), No. 3, dated Hyderabad Residency, the 3rd January, 1895. No. 22.

READ the following papers :—

1. Letter from H. P. Hodson, Esq., Principal of the Nizam's College, Hyderabad, and Inspector of European Aided Schools, Hyderabad, No. 552, dated 30th April, 1894, with enclosure.
2. Letter to Director of Public Instruction, Bengal, No. 2778, dated 1st June, 1894.
3. Letter from Director of Public Instruction, Bengal, No. 828 T., dated 2nd July, 1894, with enclosures.
4. Letter to Director of Public Instruction, Hyderabad Assigned Districts, No. 4691, dated 14th September, 1894.
5. Letter to H. P. Hodson, Esq., Inspector of European Aided Schools, Hyderabad, No. 4694, dated 14th September, 1894.
6. Letter from H. P. Hodson, Esq., No. 570, dated 16th August, 1894.
7. Letter from Director of Public Instruction, Hyderabad Assigned Districts, No. 1933, dated 5th October, 1894.

RESOLUTION.—The Resident's Resolution No. 3405, dated July 10th, 1894, published under his proceedings (Political) of that date, recites that the grants made to all the schools in class I (*vide* appendix to that Resolution) are regulated by the rules contained in hapter II, Section 2, of the Bengal Educational Code. The Resident has had under consideration the question of applying to the schools in question the provisions of revised article 33 of the Code referred to, and of the rules framed thereunder. The provisions of the revised article and the rules thereunder will now be applied, with effect from the commencement of the ensuing school year, to all the schools referred to whose permanent character is established, subject to the following provisos :—

(1) The managers will be required to test the attendance at frequent intervals, recording the results of inspection in the log-book. Mr. Hodson is requested to be good enough to issue a circular to this effect drawing attention to article 15 *c* of the Code.

(2) The grant shall in no case exceed one-half of the total expenditure * on the maintenance of the school as * approved by the Inspector.

* *Vide* Resident's letter No. 37, dated the 5th February, 1895.

(3) In regard to high schools, the existing rules will remain unchanged.

The Resident is obliged to the Director of Public Instruction, Hyderabad Assigned Districts, and to Mr. Hodson for the valuable suggestions made by them in this connection.

A copy of the Article and rules as applied is appended to this Resolution, together with copies of letters from H. P. Hodson, Esq., No. 570 of August 16th, 1894, and from the Director of Public Instruction in the Hyderabad Assigned Districts, No. 1933, dated October 5th, 1895.

From H. P. HODSON, Esq., M.A., Inspector of European Aided Schools, Hyderabad, to the First Assistant Resident, Hyderabad,—No. 570, dated the 16th August, 1894.

I have carefully gone into the enclosures with your No. 3679, dated the 25th ultimo, regarding the substitution of a fixed annual grant for the payment-by-results system under the Bengal European Educational Code.

It will be seen that it is not contemplated to give a sum fixed on the average of previous years, as was formerly proposed, and as the managers of St. George's School, Chudderghat, apply for, but a sum calculated by scales on the average annual attendance.

I consider this an excellent plan. I have never approved of the payment-by-results system as depending too much upon the caprice and temper of the Inspector and as encouraging cram and show ; it will save a great deal of office-work and will give the Inspector time to look into the actual working of the school rather than into the merits of individuals ; moreover it makes the most important part of his supervision the visits on ordinary school-days rather than the set field-day of the annual inspections, and this I think to be very fair and beneficial.

On one point, however, I differ from the new system ; it appears to me to encourage big fellows to be kept on in the high school to earn grants by mere attendance when they would do better to leave altogether ; a high school emphatically should be tested by results in *passing out*, and I therefore recommend for your consideration the retention of the present system of awarding grants in the high schools on the results of the Madras Matriculation Examination, instead of adopting scale D. Some local schools have never yet passed a pupil, but by this scale these would have been in receipt of a grant all these years.

I further recommend the adoption of scales A to C, not for St. George's schools only, but for all the local schools. If approved, there will be no difficulty in applying them for the current year.

In the accompanying table I give the figures as I calculate them, showing what the local schools would have earned last year under the new system compared with the actual grants. There is little appreciable difference, the only losses worth mentioning being in the two Roman Catholic schools, *viz.*, Rs. 438 and Rs. 111 respectively; in these, however, the staff are nuns and unsalaried, and a loss to them does not mean the complete derangement that is involved in schools when the largest proportion of the expenditure is on establishment. In the other two cases, one department practically makes up for what the other loses.

The grave objection to the system is that the whole grant depends upon attendance alone, and so it offers a strong temptation to headmasters, who are but human, to swell the registers. I would therefore suggest that if the new system be adopted, a circular be issued to managers requesting them to test the attendance at frequent intervals and to record the results in the Log-book, *i.e.*, drawing their special attention to note to paragraph 15 (*c*) in the Code. I advocate such safeguards in the interests of headmaters themselves.

I feel sure that the adoption of the new system for all local schools will be advantageous to all parties concerned.

The enclosures with your letter under reply are herewith returned, but I shall be glad to be supplied with copies if the change is approved.

Schools.	Department.	Amount that would have been earned last year if scale in section 3 of Bamford's letter had been in force.	Total.	Scale.	Amount earned last year under Result system.	Total.	Total increase by new scale.	Total decrease by new scale.	Remarks.
		Rs.	Rs.	Rs.	Rs.	Rs.	Rs.	Rs.	
1. St. George's Grammar School, Chudderghat, Boys' Side.	High Primary Lower.	1,300 950 600	2,850	D C B	690 1,785	2,475	375	...	
2. St. George's Grammar School, Chudderghat, Girls' Side.	Middle Primary Infants.	800 580 245	1,625	C B A	2,149	2,149	...	524	Thus there would be a loss to the whole school of Rs. 149, but it was an exceptionally unhealthy year, and the attendance was exceptionally bad.
3. St. Ann's Convent, Secunderabad.	Middle Primary Infants.	440 800 530	1,770	C B A	2,208	2,208	...	438	Attendance last year exceptionally bad.
4. St. Joseph's Orphanage, Secunderabad.	Primary Infants.	915 380	1,295	B A	1,275	1,275	20	...	All being boarders, the attendance is stable, and the two scales consequently coincide.
5. Protestant Orphanage and Brigade School, Secunderabad, Boys' Side.	Middle Primary Infants.	640 475 260	1,375	C B A	1,336	1,336	39	...	
6. Protestant Orphanage and Brigade School, Secunderabad, Girls' Side.	Middle Primary Infants.	280 500 160	940	C B A	1,031	1,031	...	91	Thus there would be a total loss of Rs. 52 to the whole institution.
7. European Girls' High School, Bolarum.	Middle Primary Infants.	400 425 120	945	C B A	994	994	...	49	
8. Convent of the Holy Rosary, Chudderghat.	Primary Infants.	450 260	710	B A	821	821	...	111	Attendance exceptionally bad.
Grand Total	...		11,510	...	...	12,289	434	1,213	...
Net decrease by new scale	...		...	...	...	777	...	777	...

☞ I have not included Miss Stewart's school at Secunderabad, and the European Boys' school at Bolarum, as it cannot yet be said that their permanent character is established.

From—The Offg. Director of Public Instruction, Hyderabad Assigned Districts, to the First Assistant Resident, Hyderabad,—No. 1933, dated the 5th October, 1894.

With reference to your letter No. 4691, dated 14th ultimo, I have the honour to state that the fixed grant-in-aid system was first introduced in Bombay in 1886-87, and was made applicable to all European, and Eurasian English-teaching and Anglo-vernacular schools, whose permanent character was established. The fixed grant was to be equal to the average annual grant earned during the three preceding years, was not to exceed one-half of the local receipts or one-third of the total expenditure, was fixed for five years, and was payable after the Inspector's certifying that the school was well managed and fulfilled the above conditions. Under the system the schools continued to prosper, the managers having complete freedom of action in the management of schools, especially in holding their own examinations and regulating promotions of boys.

2. The rules sanctioned under the revised Article 33 of the Bengal Code for European schools sanction grants by scales on the average attendance during the preceding year. They are not to exceed the income of the school from local receipts, but bear no proportion to the total annual expenditure of the school, are payable at the commencement of the year, and are to increase or decrease annually as the average attendance increases or decreases. These rules are more liberal than the Bombay rules, and are likely to be very beneficial to the schools concerned.

3. There are, however, some grave objections to the system. (1) The scales by which the grants are to be calculated increase as children proceed from the infant to the primary stage, from the primary to the middle stage, and from the middle to the high school stage, and are likely to lead to hasty promotions from stage to stage, and to encourage big fellows, as remarked by Mr. Hodson, to be kept on in the high school longer than necessary. (2) The whole grant, as pointed out by Mr. Hodson, depends upon attendance alone and the system seems to offer temptation to headmasters to swell the attendance registers. (3) The grant, no doubt, is not to exceed the income of the school from local receipts (*vide* Article 40 of the Code), but bears no proportion to its total annual expenditure. I consider this to be a serious defect in the rules. The manager may spend the whole of the Government grant and a part of the local receipts in maintaining the school and use the remainder in forming a building fund or in giving scholarships to boys, etc. The school expenditure as such must be free from all extraneous charges, and the Inspector must see that the whole amount made up of the Government grant and the local receipts is spent in maintaining the school.

4. The note to Article 15 (*c*) in the Code lays down certain safeguards for the proper registration of attendance, and it should be made incumbent on managers and the Inspector to see that they are properly attended to. A Circular, as suggested by Mr. Hodson, may be issued to managers "requesting them to test the attendance at frequent intervals and to record the results in the log-book." But the most effectual safeguard in my opinion would be to fix the grant for a term of years, and to make it bear a certain proportion to the total annual expenditure of the school. This would effectually remove the temptations to swell the attendance registers and to unduly promote boys from stage to stage. In Bombay the grant is not to exceed one-third of the total expenditure, and the same proportion might be fixed in the case of well-established schools. The proportion might be increased to one-half in the case of poor and newly-established schools. I would further suggest that the payment of the grant should be made after the Inspector's visit to the school, and should be conditional on the Inspector's certifying that the school is well managed, that its accounts are well kept, and that children are not unduly pushed on.

5. With the above precautions, the rules sanctioned under the revised Article 33 of the Bengal Code for European schools can, I think, be made applicable to the European aided schools at Hyderabad.

6. The accompaniments to your letter under reply are herewith returned.

Revised Article 33.

"*Article* 33.—In substitution of the grants which may be drawn under the preceding articles of this section, and under all the articles of the two following sections of this

chapter except article 38, grants independent of examination results may be given to schools working in conformity with the rules of this Code, conditionally upon the Inspector certifying to the continued efficiency of such schools. Except in the case of special grants (the amount, and the time and manner of payment of which will be determined by the local Government for each particular case), grants given under this article are to be annual, to be payable at a fixed date in each year, and to be determined in amount by rules specially framed by the local Government for that purpose."

" (*a*) Schools receiving grants-in-aid under article 33 of the Code shall be classified by the Department as primary, middle or high, after consideration of—

(1) The standard [primary, middle or high—as determined by the requirements of the primary scholarship, middle scholarship, and high school (or entrance) examination respectively] up to which there is a real, and likely to be a permanent, demand for instruction in the school.

(2) The competence of the school staff to teach the more advanced work, and its sufficiency for the number of classes in the school.

" (*b*) Scholars in the various schools shall be arranged in groups or divisions for grant purposes as follows :—

In any school, the scholars below Standard I shall form the *Infant Division* of that school. Scholars studying in Standards I to IV shall form the *Primary Division*. Scholars studying in Standards V to VII shall form the *Middle Division*. Scholars studying beyond Standard VII for the high school examination, or such other examination as may be specially recognised for this purpose by the Department, shall form the *High Division*.

" (*c*) Schools ranked as primary shall, ordinarily, only be entitled to teach scholars in the infant and primary divisions. Schools ranked as middle shall, ordinarily, only be entitled to teach scholars in the infant, primary, and middle divisions. Schools ranked as high shall be entitled to teach scholars in the infant, primary, middle, and high divisions.

If under special circumstances a primary or middle school should be permitted to teach one or more scholars belonging to a higher division than the rank of the school would otherwise warrant, such scholar or scholars shall count, for grant purposes, as belonging to the highest division in which, by the rank of the school, scholars are ordinarily entitled to be taught.

" (*d*) Grants-in-aid may be of three kinds—

(1) *Ordinary grants*, given to every school.

(2) *Free-scholar grants*, given to those schools only into which free scholars are admitted.

(3) *Special grants*, only given under exceptional circumstances to those schools which, in the opinion of Government, require such exceptional help.

" (*e*) The ordinary and free-scholar grants to be paid annually for the year beginning on the 1st of April; to be due in advance on the 1st of April of each such year; and to be calculated, according to the scales given below, upon attendances made during the calendar year (January to December) last completed. Special grants to be of whatever amount, and payable at whatever time and in whatever manner may appear to Government to best meet the circumstances of each particular case.

" (*f*) The following are the scales for calculating ordinary and free-scholar grants :—

SCALE A.

(For the ordinary grant to Infant Divisions in Day Schools.)

Rupees 20	for each of the	first ten	scholars in	average attendance.	
Do. 15	ditto	second ten	ditto	ditto.	
Do. 10	ditto	remaining	ditto	ditto.	

SCALE B.

(For the ordinary grant to Primary Divisions in Day Schools.)

Rupees	25	for each of the	first twenty	scholars in average	attendance.
Do.	20	ditto	second twenty	ditto	ditto.
Do.	15	ditto	remaining	ditto	ditto.

SCALE C.

(For the ordinary grant to Middle Divisions in Day Schools.)

Rupees	40	for each of the	first twenty	scholars in average	attendance.
Do.	30	ditto	second twenty	ditto	ditto.
Do.	20	ditto	remaining	ditto	ditto.

SCALE E.

(For the Free-scholar grant to Day Schools.)

Rupees	2	for each free day-scholar in	average	attendance.
Do.	8	ditto boarding scholar	ditto	ditto.

SCALE F.

(For grants to Night Schools.)

Rupees	12	for each of the	first twenty	scholars in average	attendance.
Do.	8	ditto	remaining	ditto	ditto.

"(*g*) The Inspector will at each visit paid to a school carefully note and, if necessary, correct, the classification of the scholars.

"(*h*) All Government aid will be withdrawn from any school which, after due warning, shall continue to be inefficient."

No. 23. From Lieut.-Col. D. W. K. BARR, Offg. Agent to the Governor-General in Central India, to the Secretary to the Government of India, Foreign Department,—No. 7752 G., dated Indore Residency, the 5th November, 1894.

With reference to Home Department Circular letter No. 3 (Education)—275-281, dated the 5th October, 1894, a copy of which was forwarded with Foreign Department endorsement No. 3608 I., dated the 11th October, 1894, I have the honour to report, for the information of the Government of India, that the Code of Regulations for European Schools in the Bengal Presidency has not been in force in Central India, where the schools to which it would apply are very few in number and quite unimportant.

2. I am, therefore, not in a position to offer any useful remarks on the circular which formed the enclosure to your letter under reply.

No. 24. From Home, Calcutta, to Government, North-Western Provinces and Oudh, Allahabad,—Telegram No. 21, dated the 21st January, 1895.

Your 384, 4th ultimo. Government of India have decided that Committee to revise European Education Code shall sit, Calcutta, 15th proximo, and to appoint Mr. Boutflower on it. Governor General in Council also desires to appoint Archdeacon of Lucknow, if it will be convenient to him to come. If it will not, a nominee of Archdeacon might be appointed to represent aided schools. Please telegraph as soon as possible on latter point.

No. 25. From Home, Calcutta, to Secretary to Government, Punjab, Lahore,—Telegram No. 22, dated the 21st January, 1895.

Your 126, 26th November. Government of India have decided that Committee to revise European Education Code shall sit, Calcutta, 15th proximo, and to appoint Mr. Haden Cope upon it.

No. 26. From J. P. HEWETT, Esq., C.I.E., Officiating Secretary to the Government of India, to the Secretary to the Government of Bengal, General (Education) Department,—No. 23, dated Calcutta, the 21st January, 1895.

With reference to your letter No. 4150, dated the 7th December, 1894, I am directed to state, for the information of the Bengal Government, that the Government of India have decided that a Committee should sit at Calcutta on the 15th February, 1895, to revise the Code of Regulations for European Schools.

2. The Governor General in Council has accepted the recommendation of His Honour the Lieutenant-Governor that Mr. H. A. Bamford, Inspector of European Schools, Bengal, should be a member of the Committee. His Excellency in Council would be obliged to the Lieutenant-Governor if His Honour could permit Sir A. Croft, Director of Public Instruction in Bengal, to preside over the Committee, and I am to inquire whether this will be possible. It is not, in the opinion of the Government of India, likely that its proceedings will be protracted.

3. The Government of India are anxious to appoint on the Committee two representatives of aided schools in Bengal, and I am to ask that, with His Honour's permission, the names of the gentlemen whom Sir Charles Elliott would nominate may be communicated to the Government of India at a very early date.

From Government, North-Western Provinces and Oudh, Allahabad, to Home, Calcutta,—Telegram dated the 22nd January, 1895. **No. 27.**

Your No. 21, Education. It will be quite convenient for Archdeacon of Lucknow to go to Calcutta if appointed a member of the Committee. He cannot, however, arrive earlier than twentieth February.

From C. E. Buckland, Esq., Secretary to the Government of Bengal, General Department, to the Secretary to the Government of India,—No. 347, dated Calcutta, the 31st January, 1895. **No. 28.**

With reference to your letter No. 23, dated the 21st January, 1895, I am directed to say that the Lieutenant-Governor has no objection to permitting Sir Alfred Croft, Director of Public Instruction in Bengal, to preside over the Committee that will sit at Calcutta on the 15th February, 1895, to revise the Code of Regulations for European Schools.

2. With reference to paragraph 3 of your letter under reply, Sir Charles Elliott recommends that Mr. R. Carter, Rector of St. Paul's School, Darjeeling, and the Reverend Brother Fabian, Director of the Society of Christian Brothers,* may be appointed by the Government of India to be members of the Committee, as representing the two leading divisions of aided European Schools in Bengal.

* *Address*—St. Michael's School, Coorji, Bankipore.

From Home, Calcutta, to Government, North-Western Provinces and Oudh, Educational Department, Allahabad, and to Government, Punjab, Home (Education) Department, Lahore,—Telegram No. $\frac{46}{47}$, dated the 5th February, 1895. **No. 29.**

$\frac{\text{Your}}{\text{My}}$ telegram $\frac{\text{22nd ultimo}}{\text{No. 22 of 21st ultimo}}$. Committee to revise European Education Code will sit on 20th, instead of 15th instant, as previously intimated. [* Archdeacon of Lucknow is appointed in it as well as Boutflower.] Resolution follows.

* To N.-W. Provinces only.

Extract from the Proceedings of the Government of India, in the Home Department,—No. $\frac{\text{2 Education}}{\text{50—69}}$, *dated the 7th February, 1895.* **No. 30.**

Read again—

Home Department Resolution No. $\frac{\text{10 Edn.}}{\text{366—378}}$, dated the 21st September, 1883.

Read also—

Home Department Circular to Local Governments and Administrations, No. $\frac{\text{3 Edn.}}{\text{275—281}}$, dated the 5th October, 1894, and the replies thereto.

Resolution.—A Code of Regulations, setting forth the rules which Local Governments and Administrations in the Bengal Presidency were to observe in extending aid to schools for European and Eurasian children and the conditions to be complied with by the Managers of such schools, was drafted by a Committee appointed by the Government of India in 1881, and was brought partially into operation in 1883. In 1885, after the Code had been further considered by Local Governments and Administrations and by a conference of educational officers, it was approved by the Governor General in Council: and certain points were dealt with in a Resolution of the 13th August, 1886, in connection with the recommendations of another conference that had been held in that year.

2. In paragraph 6 of the Home Department Resolution of the 21st September, 1888, cited above, the Government of India remarked, with reference to a suggestion made by the Punjab Government, that sufficient experience of the working of the Code of Regulations for European schools in the Bengal Presidency had not then been gained to justify the appointment of a Committee to revise it again, and that it was desirable that Provincial Educational Departments should for five years to come work the Code with any subsidiary Provincial rules which the Local Government might consider necessary and might introduce on its own responsibility, reporting them from time to time for the information of the Government of India. The Code has now been in force for over six years since the issue of this Resolution, and the results of the experience gained in the different provinces ought, in the opinion of the Governor General in Council, to be now co-ordinated and turned to account.

3. The Government of India have accordingly decided, after consulting Local Governments and Administrations, to convene a Committee at Calcutta on the 20th February to consider what amendments in the Code are necessary. The Committee will consist of the following gentlemen :—

President :

Sir A. Croft, K.C.I.E., M.A., Director of Public Instruction, Bengal.

Members :

The Venerable the Archdeacon of Lucknow.

W. N. Boutflower, Esq., B.A., Inspector of European Schools, North-Western Provinces and Oudh.

F. Haden Cope, Esq., M.A., Inspector of Schools, Punjab.

H. A. Bamford, Esq., Inspector of European Schools, Bengal.

R. Carter, Esq., B.A., Rector of St. Paul's School, Darjeeling.

The Reverend Brother Fabian, Director of the Society of Christian Brothers.

The most important matters connected with the Code which have been brought to the notice of the Government of India as requiring consideration by the Committee are the alleged unsuitability of the uniform course of studies prescribed by the Code; the need, which the inquiries of the Calcutta Pauperism Committee and Sub-Committees tended to establish, for importing into the course more recognition of industrial training; the extension of the principle of making grants-in-aid on a system independent of the results of the examination of individual scholars; and the questions of the grant of teachers' certificates and the training of pupil-teachers. It will, however, be for the Committee to make recommendations upon any other matter in regard to which they consider that the Code stands in need of revision.

4. Members of the Committee, official and non-official, who are resident outside Calcutta, will be entitled to travelling allowance to and from Calcutta at first class rates, and to a deputation allowance of Rs. 10 a day from the date of arrival to the date on which their duty in Calcutta in connection with the Committee ceases.

Order.—Ordered, that a copy of this Resolution be forwarded to all Local Governments and Administrations, to the Department of Finance and Commerce / Public Works Department, and to the President and Members of the Committee, for information.

From L. M. THORNTON, Esq., Deputy Secretary to the Government of India, to Sir A. CROFT, K.C.I.E., M.A., Director of Public Instruction, Bengal, the Venerable the Archdeacon of Lucknow, W. N. BOUTFLOWER, Esq., B.A., Inspector of European Schools, North-Western Provinces and Oudh, F. HADEN COPE, Esq., M.A., Inspector of Schools, Punjab, H. A. BAMFORD, Esq., Inspector of European Schools, Bengal, R. CARTER, Esq., B.A., Rector of St. Paul's School, Darjeeling, the Reverend Brother FABIAN, Director of the Society of Christian Brothers,—Nos. 77-83, dated Calcutta, the 12th February, 1895. No. 31.

1. Home Department Circular No. $\frac{3 \text{ Education}}{275-281}$, dated 5th October, 1894.
2. Letter from the Government of Bengal, No. 4150, dated 7th December, 1894, and enclosures.
3. Letter from the Government of the North-Western Provinces and Oudh, No. 384, dated 4th December, 1894, and enclosure.
4. Letter from the Government of the North-Western Provinces and Oudh, No. 8, dated 8th January, 1895.
5. Letter from the Government of the Punjab, No. 126, dated 26th November, 1894, and enclosures.
6. Letter from the Chief Commissioner, Central Provinces, No. C.-1, dated 1st January, 1895, and enclosures.
7. Telegram from the Chief Commissioner of Burma, No. 376, dated 15th December, 1894.
8. Letter from the Chief Commissioner of Assam, No. 31T., dated 14th December, 1894, and enclosures.
9. Telegram from the Chief Commissioner of Coorg, dated 28th November, 1894.
10. Letter from the Chief Commissioner of Coorg, No. $\frac{2145}{36-85}$, dated 29th November, 1894.
11. Telegram from the Resident at Hyderabad, No. 392, dated 12th December, 1894.
12. Letter from the Resident at Hyderabad, No. 6, dated 8th January, 1895.
13. Letter from the Agent to the Governor General in Central India, No. 7752G., dated 5th November, 1894.

In continuation of Home Department Resolution No. $\frac{2}{50\text{-}69}$, dated the 7th instant, I am directed to forward, for your information, a copy of the papers noted in the margin, regarding the revision of the Code of Regulations for European Schools.

From Home, Calcutta, to Chief Commissioner, Coorg,—Telegram No. 88, dated the 16th February, 1895. No. 32.

Your letter of 29th November recommended Marsden for Committee on Education Code, but Government of India did not consider representative from Croog and Bangalore necessary, and therefore did not include him in Committee appointed by Resolution of 7th instant. It does not appear that he has come under your instructions, but if you approve, Government of India propose to add him to Committee.

From Secretary, Coorg, Bangalore, to Home, Calcutta,—Telegram, dated the 16th February, 1895. No. 33.

Your telegram of 16th February. Chief Commissioner approves addition of Marsden to Committee on Education Code.

Extract from the Proceedings of the Government of India, in the Home Deprtment,—No. $\frac{4 \text{ Edn.}}{113-117}$; dated the 19th February, 1895. No. 34.

READ Home Department Resolution No. $\frac{2 \text{ Education}}{50-69}$, dated 7th February, 1895.

RESOLUTION—By the Home Department Resolution of the 7th February, 1895, the Government of India appointed a Committee to sit at Calcutta on the 20th idem, to consider what amendments are necessary in the Code Regulations for European Schools in the Bengal Presidency. The Governor General in Council has since decided to add to the members then appointed Mr. E. Marsden, B.A., Inspector of Schools, Coorg.

ORDER.—Ordered that a copy of this Resolution be forwarded to Local Governments and Administrations, to the $\frac{\text{Department of Finance and Commerce}}{\text{Public Works Department}}$, to the President of the Committee appointed to revise the Code of Regulations for European Schools in the Bengal Presidency, and to Mr. Marsden for information.

From Sir ALFRED CROFT, K.C.I.E., President of the Committee for the Revision of the Code of Regulations for European Schools in Bengal, to the Secretary to the Government of India,—dated Darjeeling, the 30th September, 1895. No. 35.

I have the honour to submit herewith twelve printed copies of the Report of the Committee appointed under Home Department Resolution No. $\frac{2}{50\text{-}69}$, dated 7th February, 1895, to revise the Code of Regulations for European Schools in Bengal. Another copy of the report is being circulated to the members (with the exception of Mr. E. Marsden, who has left India on furlough) for signature, and will be submitted in a few days.

2. In this report the members of the Committee are unanimous; but, as I have had the honour of explaining in a separate communication, differences of opinion have arisen on the subject of Training Colleges, and it has been thought advisable, with the sanction of the Government of India, to omit that subject from the Report, and the corresponding articles from the Code. A supplementary report on the subject of Training Colleges will follow at no distant date.

No. 36. *Report of the Committee appointed to revise the Code of Regulations for European Schools in Bengal.*

The Committee appointed under the Resolutions of the Government of India in the Home Department, No. $\frac{2}{50-69}$, dated the 7th February, 1895, and No. $\frac{4}{103-107}$, dated the 19th idem, have the honour to submit the following Report.

2. *Number of Meetings.*—We held sixteen meetings; beginning our work on the 20th February, 1895, and sitting daily until the 9th March, when we separated. The Minutes of each day's proceedings are appended to this Report. We also subjoin, in parallel columns, the articles of the existing Code, and those of a Revised Code drawn up so as to embody our several recommendations; corresponding articles being placed opposite one another.

3. *Course of proceedings.*—The order of our proceedings was as follows:—We began with the consideration of certain general questions which had been raised in the correspondence laid before us, or were brought forward in the course of our discussions. After each of these general topics had been fully discussed, and the principles relating to them expressed in resolutions, articles were drawn up embodying our conclusions. Lastly, all the remaining articles of the Code were considered in detail, and such changes as were deemed to be necessary were introduced.

The general questions above referred to were the following:—

A.—The discontinuance of aid to 'private-adventure' schools (Chapter I of the Revised Code).

B.—The substitution for the system in force under the existing Code, under which maintenance grants to schools are determined by the results of the examination of individual scholars, of the system recently adopted in Lower Bengal, under which grants are determined, without examination, by the attendance and the classification of scholars (Chapter II).

C.—The recognition, for grant purposes, of classes in the High Sections of Schools, preparing for various public examinations other than the High School Examination; and, connected with this, the question of the substitution, as far as possible, of a common examination for the several examinations now held for admission to the various departments of the Public Service (Chapter II).

D.—The provision to be made for the better education of the poor; including, as connected questions, (1) the promotion of technical instruction, (2) compulsory education (Chapter II).

E.—The introduction into the Code of regulations for the transfer of scholars from one school to another (Chapter IV).

F.—The substitution, in place of the certificates of various grades now granted to teachers, of a common 'Letter of Recognition' to be issued to all teachers judged to be deserving of such recognition (Chapter V).

G.—The award of special certificates to all teachers who prove themselves to be thoroughly proficient in the art of teaching (Chapter V).

H.—The revision of the rules for Pupil-Teachers (Chapter V).

I.—The revision of the rules for Training Colleges (Chapter VI).

K.—The revision of the rules for Building Grants (Chapter VII).

L.—The best means of encouraging the more general adoption of the High School Course (Chapter VIII).

The foregoing subjects have been arranged, for the sake of clearness, in the order in which they stand in our Revised Code, though this was not the order in which they were discussed. In the subsequent paragraphs of this Report that deal with each topic, a reference will be made to the day's proceedings in which the subject was considered. (Thus 'XII, 2' will mean that a reference to the subject will be found in the second paragraph of the twelfth day's proceedings.)

4. *Scope of the Report.*—The scope of the present Report corresponds to the order of proceedings stated above. We begin with a discussion of the general questions

involved, and a statement of the articles in which our conclusions are embodied; and then proceed to explain the reasons for the changes we have proposed in the remaining articles of the Code.

5. *A.—Private-Adventure Schools.*—The arguments for and against the recognition of schools of this class are fully stated in paragraphs 14—19 of the Report of the Committee appointed in 1881 to draft the European Code. Though a majority recommended that such schools should not be recognised in the Code, the former Committee were not unanimous on the point, and the Government of India decided in favour of their recognition, adding that "the Government is bound to avail itself at present of every educational agency, that may offer itself, provided the education afforded by it is satisfactory." Having regard to the large extension and systematic development of European education that has been brought about by the introduction of the Code, and in view of the fact that there is now no lack of schools under responsible managers, we are unanimously of opinion that the recognition by Government of any private-adventure schools that may hereafter come into existence will neither be necessary, nor, having regard to the admitted defects of such schools, desirable. The tendency in such schools is to begrudge expenditure upon assistant teachers, school buildings, apparatus, etc., which may be necessary for carrying on the school properly, in order to make as much profit as possible. Again, it is impossible to remove the head teacher, however unsatisfactory he may be, when he is also proprietor of the school, as is usually the case. We have therefore added (Article 7, *h*), to the list of schools ineligible for grants, "*any school which is conducted for private profit, or which*" though nominally under a committee of management, "*is farmed out by the managers to the teachers*." At the same time, we have safeguarded existing interests by providing, in a note to the same article, that private-adventure schools now receiving grants under the Code may continue to receive them, though this concession will not be continued in the event of such schools passing into the hands of new proprietors. (VI, 2).

The number of schools affected by these provisions is hardly more than half a dozen in the whole Presidency of Bengal.

6. *B.—Methods of determining Grants. The 'Results' System.*—In accordance with the explicit instructions of the Government of India, the method of 'payment-by-results' was that adopted by the previous Committee for the determination of grants to schools (paragraphs 9 and 21 of their report). This system was then, and had been from the beginning, a characteristic feature of the English 'Revised Code.' But after a time, and with the growth of experience, complaints and objections against the results-system began to be heard both in England and in India. Though it was allowed to have imparted a much-needed stimulus to schools of an inferior class, it was declared to be radically bad, alike for scholars and for teachers. The work of the school had to be done, not so much with the object of imparting a sound education, as with that of making a good show on the examination-day by careful study of the questions which the Inspector was likely to set; in other words, the steady cultivation of the intelligence was neglected in favour of inferior methods, adapted to secure the ready production of answers to questions of a certain style. The system, again, allowed no credit for slow or backward scholars, who, though they could not succeed in passing, nevertheless took up in good schools a large share of the teacher's time, or else in bad schools were neglected. Further, the annual examination was necessarily very limited in its range, and the test applied was therefore such as the whole class, dull and clever boys alike, could be expected to satisfy; and thus mediocrity was encouraged. The teachers, knowing how much depended on the chances of the examination, were harassed by anxiety as to the result; and when the time of the Inspector's visit approached, the regular and orderly instruction of the scholars, on sound and accepted methods, gave place in many cases to a period of feverish haste in which they underwent the final cramming for the examination. "The Code," it was declared by a witness before the Royal Commission of 1887, "drives the teacher, and the teacher has in turn to drive the boys;" and the pace was not consistent with healthy progress. "Hurry and worry," in the words of an experienced Indian schoolmaster, were "the watch words of the present system." In short, the Code was condemned because it forced all the teaching into one groove; because it destroyed, or at any rate unduly checked, indivi-

duality and variety in the teaching; and above all because of the over-pressure it tended to create beyond the powers of ordinary boys.

7. *System of Class-Examination.*—Meanwhile the Government of India had approached the question from another side. Much time, they pointed out in May, 1886, was lost in the individual examination of scholars—a method in no way needed to determine whether a school was efficient; and the Local Governments were urged to consider the question of replacing individual by class examinations. Under the latter system, it was considered, the proficiency of a class as a whole, and the character and value of the methods by which it had been taught, could be ascertained by the Inspector, not only with equal certainty, but in a much shorter time and with much less expenditure of labour than the existing system required. The saving of time that would thus result might also make it possible to administer the Code efficiently with a reduced inspecting staff, and thus economy would be secured. The question was discussed by the Conference of Inspectors which met at Mussoorie in May, 1887. While admitting that the time of the Inspectors would be economised by the proposed arrangement, they were of opinion that "the method of collective examination fails to attain the most important object of inspection, the improvement of the teaching and the gradual raising of the standard of instruction. A careful individual examination of the scholars is a valuable lesson to the teachers, pointing out the defects in the method of teaching, and showing how to remedy them,"—a conclusion which is at variance with our own experience. They also laid stress on the high value attached by parents to the "scholars' registers"—an integral part of the system of individual examination; and this was held to be a bar to the introduction of a system under which those records of the progress of individual scholars could no longer be issued.

The Government of India, however, were not fully satisfied with these reasons, though admitting their general force. In the Resolution of the 13th August, 1886, they pointed out that "the general retention of this [the existing] system must lead to delay in the completion of the examination, to extreme variations in the commencement of the period known as the school year, and possibly to a demand for increased inspecting agency, and therefore to increased expenditure." They therefore directed that the system of collective examination should be given a trial in one or two of the less important subjects in selected schools.

8. *System of Fixed Grants in Bengal.*—A departure from the method of individual examination was at length made in the Lower Provinces by the selection of a few schools, whose permanent character was established, for the application of the system of fixed grants. The grant made to each school was equal to the average annual grant earned during the three preceding years, and it was sanctioned for a term of five years, subject to revision at the close of that period. The annual grant was also made conditional upon the Inspector's certifying to the continued efficiency of the school. Any school thus placed on the special list might, with the consent of the Department, present all its scholars for examination at the close of the school year. The results of the examination of each scholar would, in such a case, be communicated to the Managers, but would not be taken into consideration by the Inspector when reporting on the efficiency of the school; nor would they affect the grant. These provisions were embodied in the Bengal Code as "revised Article 33."

9. *Success of the System.*—The results, as regards the five schools placed on the special list, were altogether successful. It was reported to the Government of Bengal in 1893:—"Of the five schools to which the new system has already been applied, two were highly efficient when they were admitted to the special list; two others, although not so good, were decidedly above the average in merit; the fifth was, and had been ever since the introduction of the Code, a very inferior school. Since the change, the two excellent schools have fully maintained their efficiency; the next two have improved, and are making very satisfactory progress; while the last of the five has completely changed in character, and is now doing very good work. The teachers in all the five schools have expressed their gratitude for the relief from constant anxiety about the grant which the new system has bestowed, and their sense of an increased power of doing good work consequent, partly

upon this relief, partly upon the change in the style of examination, and partly upon the freedom which they are now allowed to exercise in the classification of the scholars."

10. *Proposals for Extension of the System.*—The success of the new system, thus partially introduced, was therefore such as to encourage the Education Department in Bengal to press for its extension. A further argument was adduced in support of the proposal. This was based on the difficulty that had been found to exist in working two systems side by side; one in which scholars were individually examined by the Inspector for passes in successive standards, and their progress recorded year by year in the "scholars' registers"; the other, in which passes and scholars' registers no longer found a place. The inconvenience of this double system was forcibly pointed out in a report, dated February, 1893, by our colleague, Mr. H. A. Bamford, Inspector of European Schools in Bengal. We quote at length some paragraphs of this Report, because the arguments therein adduced, regarding the proper value to be attached to the system of individual examination, seem to us to apply with equal force to European education in other Provinces of India. The report runs as follows :—

6. Notwithstanding these beneficial effects, however, the non-individual character of the examination has to some extent placed the fixed-grant schools at a disadvantage when compared with those in which individual examination is retained. Frequent complaints are received from the parents of scholars attending the special-list schools that their children are now no longer able to earn the much-coveted pass ; and these complaints are often accompanied by threats of withdrawal, sometimes by the actual fact.

7. This results from the very exaggerated notions which prevail outside the schools concerning the value of the tests under the old style of examination, and which the regulations of the existing Code largely tend to foster. The individual examinations are regarded as satisfactory tests of progress ; whereas they are, in reality, of far too meagre a character for that purpose. They are necessarily brief, and therefore test only a very small portion of the year's work ; they must be uniform in difficulty and final (*i.e.*, no second chance can be given if a scholar fails in any subject), because the results are used for comparison and as a basis for the calculation of the grants ; and they therefore consist merely of trials whether certain definite questions can be answered, instead of being investigations into the quality and extent of the whole year's work. These circumstances in their turn limit the scope of the examinations to facts which the whole class may reasonably be expected to know, and to processes which every child in the class may be reasonably expected to accomplish ; since the inclusion of anything beyond would, in such a brief examination, make "passing" almost entirely a matter of chance, in the best and in inferior schools alike. The examinations being of such a paltry character, there could be no greater encouragement to sham and superficial teaching than the fictitious value commonly associated with them in the minds of the parents ; for the indisputably readiest means of obtaining these passes is by special coaching having that end solely in view, rather than by following sound educational methods. Evidence of this is found in the fact that the very high percentages of passes are not generally obtained by the schools which are doing the best work, but by those wherein the art of cramming has been cultivated to the highest perfection.

8. It is clear, therefore, that these individual examinations neither give a stimulus to sound education, nor afford a good test of what is actually being done. Taken in combination with "payment by results," however, the joint influence might perhaps be expected to be at least certain to raise the very bad schools to a moderate degree of efficiency ; but even this has not always been the case, for there are one or two schools working under the Code which have never made any noteworthy advance, in spite of bad reports and diminutive grants year after year. In fact, I have noticed that the inefficiency of backward schools has rarely, if ever, been much affected by either adverse reports or small grants ; and, on the contrary, that when improvement has taken place, whatever share in this was due to the Inspector's influence could generally be distinctly traced to his frequent supervision of the classes, on occasions other than that of the annual examination.

9. These informal visits, when properly conducted, are of far more value in every way than the annual examinations ; so much so, indeed, that the latter might with very great advantage be entirely discontinued, in order to afford more opportunities for paying them. On such occasions, a little questioning here and there by a competent Inspector quickly gives an insight into the whole range of subjects studied by a class, and so enables him to discover the weakest points. By watching the teacher at work on these, and by enquiring into the methods which have been practised in teaching them, it is rarely difficult to find out the cause or causes of failure. The Inspector can then give whatever help or advice appears to be necessary, and illustrate his precepts by giving a short lesson to the class

himself. In my own experience, whenever I have been able to follow up visits of this kind by a few others, at occasional intervals, for the purpose of supervising progress and of giving such further help as might be required, the result has always been most gratifying. Unfortunately, other and peremptory demands upon my time have not always permitted me to supplement my advice in this way; and in some of these cases the teachers, either from not perfectly grasping what they were required to do, from forgetfulness, or in some instances from indolence, have slipped back into their old ways, and my labour has been fruitless.

10. Were I able to reduce the work outside the schools, and to devote the whole of my time inside the schools to this friendly supervision, I could, without the help of an Assistant Inspector, visit every school, say from three or four to seven or eight times (according to their needs) during the year, with the result that I should know far more of their internal working than can possibly be learnt by two officers under the existing system, and, what is of much greater importance, be of incalculably more benefit to the schools. The need for individual examination (in addition to that given by the teachers themselves at frequent intervals in all good schools) is amply met, at three important stages of the school course, by the existing primary and middle scholarship and the high-school examinations. These afford thoroughly sound tests of individual progress, and have the full confidence of both parents and teachers.

11. The complete change of system suggested in the last paragraph could be introduced by the extension of the fixed-grant system to all the schools. A partial extension would give great relief, provided that supervising visits were substituted for the ordinary examinations in all the schools to which the new system was applied. But, owing to ignorant prejudice, there is a serious objection to the two systems being in force at the same time. As stated in paragraph 6 above, the schools now on the special list have suffered because the scholars attending them were no longer able to earn passes, and this in spite of the fact that these schools have in reality been much more thoroughly examined than the schools receiving grants under the old system. During the co-existence of the two systems it has proved extremely difficult to make parents understand the true position of the fixed-grant schools, and to enlighten them as to the comparative worthlessness of the individual passes which they prize so much; and it is probable that schools where the pupils are not individually examined will not only continue to be seriously handicapped so long as that style of examination is retained elsewhere, but that the prejudice against them would be still greater were their formal examination discontinued. Partly for this reason, but still more because I am fully convinced, after many years' consideration, that every school would benefit by the change, I urgently recommend that the fixed-grant system should be universally applied throughout Bengal.

11. *Method of carrying it out.*—In order to carry out the foregoing scheme, it was proposed that grants to schools in Bengal should be annual, and determined by a method of which the following is an outline:—

(1) Each school was to be classed by the Inspector as high, middle, or primary, according to the standard up to which there was a real and likely to be a permanent demand for instruction, and for teaching which the staff of the school was competent.

(2) The scholars were to be classified, according to their progress, in different sections—infant, primary, middle and high; and it would be the Inspector's duty to see that no scholars were placed in a higher section than they were fit for.

(3) The grant was to be based upon the average attendances made in each section during the preceding calendar year.

(4) Separate graduated scales were proposed for each section, in accordance with which the annual grants were to be made; thus in the infant section, Rs. 15 for each of the first ten pupils in average attendance, Rs. 12 for each of the second ten, and Rs. 8 for each of the remainder; the scales rising in amount with each section, until in the high section they reached Rs. 120 a year for each of the first five pupils, Rs. 90 for each of the second five, and Rs. 50 for the remainder.

(5) All grants were to become due at the beginning of the official year, and to be payable in one sum, thus saving a vast amount of bill-work.

(6) Additional grants were proposed for free-scholars, at different rates for day-scholars and for boarders.

(7) Special grants might also be made, of whatever amount and payable at whatever time the Local Government might think fit.

The proposed scales were drawn up with reference to the average attendances of the three preceding years, and were intended to approximate as closely as possible to the average grants then being paid to efficient schools of each class.

12. *Extension of the System in Bengal.*—The Government of Bengal expressed in May, 1893, their entire approval of the foregoing proposals, and authorised the immediate introduction of the system. The scales of grants were also provisionally approved, but were to be tested by working out the actual results. It was therefore ordered that the attendances of the calendar year 1893 should be calculated in the way proposed, in order that the scheme might be introduced with effect from the 1st April, 1894. Accordingly, the grants for the year 1894-95, based on the attendances for 1893, and with some slight modifications in the original scales, were finally sanctioned in June, 1894; and a revised form of Article 33 of the Code, embodying the scheme as finally adopted, was published for general information by a Notification in the *Calcutta Gazette.* The post of Assistant Inspector had been abolished on the provisional introduction of the new system in 1893.

13. *The 'Results' System condemned.*—Having given careful attention to the alternative systems upon which aid to European schools may be regulated, we have come to the unanimous conclusion that the system of determining grants by the results of individual examinations is based on an unsound principle, and should no longer be maintained in any of the Provinces that we represent. Our reasons in support of this conclusion will be found by referring to the discussion of the subject included in the second day's proceedings, paragraph 4, and to the foregoing paragraphs in which the success that has attended the introduction of the system into Lower Bengal has been dealt with. The system of payment by results was condemned (II, 4) on the grounds "that it discouraged the attainment of a high degree of excellence in scholarship, that it ignored the work done by teachers for dull and backward pupils, and that it put forward mediocrity in as large a number of subjects as possible as the highest goal of the teachers' efforts." The managers of schools, it was also urged, had undertaken a work which all admitted to be desirable in the interests of the State, namely, the education of European children. On this they expended much time, labour and money; and so long as they discharged that duty to the best of their ability, they might reasonably claim Government aid in return for their expenditure. The amount of aid should be measured by the general usefulness of the schools, and not by the varying chances of single examinations. Failure at an examination, though it did not necessarily imply bad teaching, yet under the results system was without exception heavily penalised. The true inference might on the contrary be that a school which failed at the examination needed more, and not less, aid; and in any case, fluctuations in the grant and uncertainty as to its amount paralysed honest effort. Our general opinion was expressed in the Resolution, "*That the present system, under which grants are given on the results of the individual examination of scholars, be abrogated*" (II, 4).

14. *The Bengal System recommended.*—The Resolution just quoted proceeds:— "*That the Committee are unanimous in approving the principle of the system followed in Lower Bengal, under which grants to schools declared efficient are given almost exclusively on the attendance and the classification of scholars, and are in no way determined by individual examination*" (II, 4). The general advantages of this system are (1) that the finances of schools are no longer liable to be disorganised by fluctuations in the grant resulting from the chances of the annual examination, but that its amount can be anticipated by the Managers from year to year with something like certainty; (2) that the amount of the grant is determined by general considerations of the size and proficiency of each school, and therefore bears some fair proportion to its utility and cost; (3) that it leaves the teachers free from anxiety as to the results of a particular examination, and enables them to cultivate the intelligence of the scholars, as well as their memory, by steady adherence throughout the year to those methods of instruction which

experience and authority have pronounced to be the best; (4) that it allows fuller scope than is possible under a system of annual examinations by fixed standards, for individual teachers to vary the methods or the subjects of instruction according to the capacity of the scholars, and to push forward promising pupils along lines in which they show ability; (5) that it encourages attention being paid to dull and backward scholars, since teachers can now afford to work slowly and thoroughly, making sure of each step before attempting the next; (6) that in Provinces where the Inspector's other duties leave him sufficient time for the purpose, it enables him to substitute frequent and friendly supervision for a single annual examination, thus allowing him to gain a much clearer insight into the condition of each school, and to apply criticism, advice and example to the removal of defects.

It may also be remarked that the general objections that have been raised to the system of determining grants by an annual examination, as lowering the aim of instruction and making the teachers look to examination as the point of chief importance, apply equally to collective and to individual examination. The system which we recommend is free from that objection. Instead of making education subordinate at all points to examination, inspection will under the proposed system be entirely subordinate to education, in that its object will be the discovery of both the good and the bad points in the method of teaching, so that whatever is good may receive due encouragement, and that every possible assistance may be given to the remedying of defects.

15. *Objections to the System considered.*—It may be objected that as the grants depend not only upon the attendance of scholars (which can be accurately determined from the registers), but also upon their classification, and as the scale of grants increases in passing from a lower section of the school to a higher, there will be a tendency on the part of school managers to place scholars in classes for which they are doubtfully qualified, in order to earn higher grants for them; and that in the absence of annual examinations, no sufficient check can be applied to this tendency. It will be seen, however, that no larger grant can be earned (Article 29) for any scholar by promotion to a higher class, unless he also passes into a higher section; and further (Article 17) that no scholar can be promoted from the Primary to the Middle, or from the Middle to the High Section of a school without passing the Primary or the Middle School Examination (Chapter VIII). For promotion from the infant to the primary section, it is true, there is no departmental examination to be passed; but the Inspector will have no difficulty in rightly placing these scholars. In other cases, it is not fraudulent promotion but ignorant promotion that has to be guarded against; and it will be an important part of the Inspector's duty to be on the look-out for wrong classifications, and to restore scholars to the classes for which they are fit. No question of the amount of grant will be involved, but only a question of orderly instruction.

Again, it may be urged that as grants are to be given merely for the attendance of scholars, without consideration of the number of subjects they are taught, there will be a tendency to reduce the subjects of instruction to a bare minimum, and thus the range of instruction will be reduced and its quality will deteriorate. Under the present system, it will be remembered extra grants are given for scholars passing in 'class' and in 'special' subjects, in addition to those earned for passing in the 'elementary' subjects. Under the proposed system, the subjects of instruction are similarly divided into compulsory and optional; but no additional grants are awarded for the latter. Optional subjects therefore, it may be argued, will not be taken up. The answer to this objection is to be found in the competition which exists between school and school. Mathematics, Latin, French, Science, Drawing and the like have their practical value as parts of school education, and parents send their children to schools where the best education is given. The optional subjects also form part of the departmental examinations held at different stages—primary, middle and high—not only for the award of scholarships (Article 107 of the Code), but also for the promotion of scholars from a lower to a higher section (Articles 17 and 98); and this condition supplies a sufficient motive for taking up the optional subjects. It has not been found (see IV, 7) that the Bengal rules regarding grants-in-aid have had the effect of reducing the number of subjects taught in any school, even as regards singing

and drawing, which are not included among the subjects of examination, and are therefore outside the influence of the causes named in the preceding sentence. From another point of view, it will not be disadvantageous to limit the number of optional subjects taught in any school to those which the staff can efficiently teach ; since the desire for additional grants occasionally leads schools under the existing system, to attempt subjects beyond their powers. We have guarded against this danger in the revised Code by providing (Article 14, *d*) that the subjects of study in every school shall be subject to the approval of the Department.

The foregoing considerations relating to the primary, middle, and high school examinations supply an answer to another objection that may be raised, namely, that the system which we recommend leaves too much freedom to teachers, who might in certain cases be disposed, in accordance with their individual preferences, to pay too much attention to some subjects and too little to others. We believe that quite independently of the control of the Inspector over the time-table (Article 14, *d*), the necessary steadying influence will be supplied by the periodical examinations.

16. *Alternative provision made for other Systems of Aid.*—While we were unanimous in approving the principle of the foregoing system of grants-in-aid, two of our members, Mr. Haden Cope and Mr. Marsden, urged that provision should be made for alternative methods, under which grants should either be fixed for a term of years, or be determined by the results of examination, if it should happen that a Local Government considered that the time had not yet come for the introduction of the system followed in Bengal and now recommended by us. The discussion on this point will be found in the second day's proceedings, paragraph 4, and is here summarised.

Mr. Marsden, Inspector of Schools, Bangalore and Coorg, advocated the system of fixed grants ; the amount of each grant to be settled for a term of years after a careful consideration of the educational needs of the locality, the standard of the school, the class of pupils in attendance, the income of the school, and the Government funds available. The system was recommended by its simplicity, and it was in favour alike with managers of schools and with the Department ; with the former as securing them in the possession of a fixed income, and with the latter as avoiding needless and laborious calculations. This system was already recognised in Article 33 of the existing Code, and, while admitting the advantages of the Bengal system, he hoped that it would continue to be recognised.

Mr. Haden Cope, Inspector of European Schools in the Punjab, considered that it was desirable to provide a means of passing from the old system to the new without serious disturbance of existing rates of aid. He pointed out (1) that instruction grants were much higher in the Punjab than those formerly current in Bengal, so that the new Bengal scales would probably be inadequate for the former Province ; and (2) that as some Punjab schools took up more class and special subjects than others, they earned a higher average rate of instruction grant ; and therefore the application of a uniform scale of grants would work unequally, benefiting some schools and injuring others. He accordingly proposed to lay before the Committee a scheme, based partly upon attendance and partly upon the individual examination of scholars, which, as being intermediate between that of the present Code and the new Bengal system, might pave the way for the adoption of the latter at a future date by those Provinces which felt that its immediate introduction might unduly dislocate present arrangements.

We considered the introduction of a provision to meet the two foregoing cases to be advisable ; and we added to the Resolution quoted above in paragraphs 13 and 14 the following rider (II, 4) :—

If however, in the opinion of any Local Government the time has not arrived for the introduction of the system we advocate, it shall be open to such Local Government to adopt either the system of fixed grants described in Article 33 of the Code of 1889, or, alternatively, a system under which the grant shall be settled for a term of years, based partly upon attendance and partly upon the individual examination of scholars, subject to the proviso that the grant may be reduced during the currency of the term, after due notice given to the Managers, if the Inspector finds that the efficiency of the school has diminished ; that at the end of the term the grant shall be revised, the amount of the grant for the new term being settled by the Inspector's estimate of the efficiency of the school, as determined by his periodical inspections, subject, in this case, to the condition that if the school is dissatisfied with the amount of the new award, it shall be entitled to claim a re-examination of the school by the individual method, d a re-adjustment of the grant in accordance with the results of such examination.

It will be seen that this Resolution defines with some precision the character of the second of the two alternative systems of aid proposed in it; but no further action was taken thereon. Detailed articles giving effect to that system were afterwards laid before the Committee by Mr. Haden Cope (IV, 15); but they were not discussed. A proposal to take them into consideration was brought forward by Mr. Cope at the seventh meeting (paragraph 3); but an amendment was carried, the mover of the proposal alone dissenting, to the effect that as the Committee had unanimously approved of the principle under which grants were now awarded in Bengal, it was unnecessary to discuss in detail the articles of any other system. At the same time it was decided to retain in the Code provision, not merely for a system of fixed grants, but also for grants based on the results of examination, in the event of any Local Government preferring to abide by one or other of these systems, in preference to that which we now recommend. It was intended by the Committee that, if a system either of result-grants or of fixed grants was introduced into any Province, it should be within the competence of the Local Government to settle its details and to frame articles accordingly. We have provided for this in Article 34 of the Revised Code, which runs as follows:—

"*In substitution of the grants which may be earned under these rules, grants either determined by the results of examination, or fixed in amount for a term of years, may be given to schools which for any reason it is thought undesirable to bring under the preceding articles. The conditions under which these grants will be given shall be determined by the Local Government.*"

The general provisions for the award of grants under the proposed system will be found in Articles 27 to 33.

17. *Cost of the New System.*—It has been stated above (close of paragraph 10) that the scales adopted in Bengal were so framed that the average grants for efficient schools might approximate as closely as possible to those earned under the old rules. Equality of average grants is of course consistent with inequality in individual cases; some schools will gain, while others will lose; and in passing from one system to another it is desirable that some liberality should be shown, so as to reduce, as far as possible, the number of schools that are hit by the new system. The adoption of the new scales in Bengal resulted in an increase of the annual grants to 56 schools from Rs. 1,07,707 to Rs. 1,14,508; an addition of Rs. 6,801, or 6·3 per cent. The general result was that 35 schools gained increased grants and 18 suffered a loss, while three grants were unchanged. In order to facilitate the transition from the old to the new rates, the general rule was adopted of giving to each school for the first year half the grant earned under the old system *plus* half of that to which it would be entitled under the new; the full introduction of the new system being deferred until the following year.

We have reproduced without alteration in the Revised Code (Articles 29 and 30) the scales adopted in Bengal. We are aware, however, that the scales for each Province will have to be separately worked out in reference to current rates of grant and other conditions; and for this purpose the Bengal scales will serve as a useful guide. We have made provision for an alteration in the rates of aid in the Note to Article 30.

18. *Modification of Schedule I of the Code.*—The allotted portions for a year's work given under the head of "Standards of Examination" in Schedule I were fair enough when all that was demanded of the teachers was that a certain definite amount of work should be gone through by the end of the year. They were at liberty to give any collateral information, or to pause in the day's lesson in order to pay particular attention to points of interest arising in it; but they were not required to do this, and they were required to finish their work within a given time. Under the new system the teachers are expected to work with broader views: to aim not so much at bringing their pupils to acquire a knowledge of certain particular facts and processes, as at training them to observe carefully whatever comes before them, and to reason about what they see and learn. With this wider purpose added to their work, teachers cannot be expected in all cases to cover the same ground as before, even though a sounder system of teaching may be expected to make good at the end what was apparently lost at the outset in laying

a sure foundation. Hence it becomes desirable to modify Schedule I in two directions. First, so to reduce it in extent as to prescribe for each year such an amount of work as an ordinarily good teacher under average conditions may reasonably be expected to accomplish. Secondly, to alter it in character, so that it may serve as a guide throughout the year rather than as a goal at the end. What is needed in the altered circumstances is a continuous plan of work rather than a final standard of examination. We have accordingly drawn up a second schedule, included in the Revised Code as Schedule I-B, so as to conform to the conditions just stated. It also introduces, and gives importance to, subjects which are not included in the present course as defined in schedule I (now to be known as Schedule I-A), and for the teaching of which no payment can be made under the existing rules.

These two Schedules, I-A and I-B, present therefore two different plans for regulating the work of schools. The former defines the standard which each class is expected to arrive at by the end of the year, and no mention is made of the process—the course of studies—by which that end is to be attained. Under the latter, it is chiefly the process of working, the steps by which a certain end is to be accomplished, to which attention is paid. With schools working according to Schedule I-A, the Inspector has little else to do except to see how the scholars acquit themselves at the annual examination; with those working according to Schedule I-B, his business is to guide and control their course of instruction throughout the year. These schedules have nothing to do directly with the systems by which grants-in-aid are determined; but the former must be followed if the system of payment by the results of examination is retained; whereas either schedule may be followed in other cases. We consider that Schedule I-A may legitimately be retained even by Provinces which reject the results-system of payment. The annual examination by the Inspector may still be regarded as valuable, even though it be no longer employed to determine the amount of the grants. Thus into Provinces, both alike adopting the method of payment by average attendance, schools will be led, by different routes and at different rates of progress, to the same, or nearly the same, goal at the Primary, at the Middle and at the High School examination. The standards of these examinations, according as one or other course of instruction is followed, will be compared, and their differences pointed out, in a later paragraph, when considering Articles 101—106 of the Revised Code. The Local Government will decide which schedule shall be adopted; and that decision having been made, it will be applied to all the schools of the Province. At the same time, there is no reason why a Province adopting Schedule I-A should not also draw up for itself courses of instruction, in the form of Schedule I-B, leading up to the annual standards of examination of the former schedule.

It will be seen that Schedule I-B, which was submitted by three of the members for the consideration of the Committee, while it has received the general approval of the full Committee, is regarded as being open to modification in details. The leading teachers in Bengal were consulted regarding the new schedule during its production; but as it was laid before us only a few days before the Committee dispersed, it was not possible to consult educational authorities and Head Masters in other Provinces, as to the probable effect of the course of instruction therein prescribed upon the work of the schools. A representation to this effect, made by three members of the Committee, will be found in the eleventh day's Proceedings (paragraph 2). Our colleagues were disinclined, without further examination of the schedule, to express any opinion as to the suitability of its details, while at the same time they were able to accord to it a general approval as a model that might well be kept in view, if any deviation from the present courses of instruction were sanctioned. We have, therefore, adopted the schedule as a model, the details of which may, if thought desirable, be modified by any Local Government adopting it. Our discussion on this point led to the subjoined Resolution (XI, 2) :—

That while it is necessary to retain Schedule I (to be called Schedule I-A) in the Code, so as to prescribe fixed standards of examination for those Provinces in which the annual examination of scholars is retained, it is also desirable to introduce a second Schedule (to be called Schedule I-B),

explaining in detail the courses of study to be followed, in order to serve as a guide to teachers. It will be open to any Local Government adopting Schedule I-B, to introduce into it such modifications as they may think desirable.

In Schedule I-A we have introduced (XIII, 2) certain changes which we regard as desirable, in order to remove objections which have been raised to it. Further modifications by the Local Government, both of Schedule I-A and of Schedule I-B, are also provided for in Article 19 of the Revised Code.

19. *Summary of Recommendations.*—The general result of our recommendations under this head is therefore as follows. On the one hand we are unanimous, first, in condemning the system of 'payment-by-results' as commonly under stood, that is, payment on the results of a single annual examination; and secondly, in recommending the system adopted in Bengal, under which grants to schools declared efficient are determined, year by year, by the attendance and classification of the scholars in the preceding calendar year. Provision for the new method of aid is made in Articles 27—33 of the Revised Code. On the other hand, we provide in Article 34 for the retention of the existing system of payment on the results of examination, or for the payment of grants fixed for a term of years, in the event of any Local Government preferring either of these systems to that which we recommend. We have not, however, thought it necessary to specify in the Revised Code the rates to be paid for attendance grants and examination grants under the results-system, or how the amount of the grant is to be determined if the fixed-grant system is adopted. These points will be for the Local Government to settle; but should the results-system be retained in any Province, it will probably be sufficient to accord renewed sanction to the existing rates of aid, prescribed in Articles 21—30 of the present Code.

Lastly, we have drawn up and given a general approval to a second Schedule (I-B), prescribing detailed courses of instruction, in addition to the original Schedule (I-A) defining standards of examination. Those schools to which the system either of fixed grants or of grants based on average attendance is applied, may work in accordance with either schedule. Those schools the grant to which is determined by the results of examination will be confined to Schedule I-A.

20. *C.—The Recognition of Additional Courses of Study in the High Sections of Schools.*—There has of late years been a growing demand, particularly in boys' schools, for scholars who have worked through the primary and middle standards to be prepared for examinations other than either the High School or the Entrance Examination. Some boys wish to be prepared for the London Matriculation Examination, some for the Admission Examination to the Thomason Engineering College at Rurki, and others for one or other of the various examinations for admission into the different Departments of the Public Service. Up to the present, teaching of this kind has not been generally recognised by the Code. The work, however, is of very great utility, and we are of opinion that the schools taking it up have as strong a claim to Government help in carrying it out as other schools have for teaching the High School or the Entrance Course. It was unanimously resolved, "*That in the High Section of a school may be included, for the purposes of Article 16, scholars reading beyond Standard VII for the High School Examination, the Matriculation Examination of the London or any British University, the Entrance Examination of any Indian University, the examination for admission to an Engineering College or to the Forest School at Dehra Dun, any examination which may be prescribed by the Government for admission to the Imperial or Provincial Service, or any other examination which, in the opinion of the Local Government, may deserve to be so recognised; and that the examinations recognised for this purpose by any Local Government should be specified in a note to Article 16 of the Provincial Code.*" (IV, 14.) In accordance with the terms of this Resolution, provision has been made in Article 17 of the Revised Code for including in the High Section scholars who are studying not only for the High School Examination, but for "such other examinations as may be specially recognised for this purpose by the Local Government."

21. *Examinations for the Public Service.*—Closely connected with the subject last dealt with is the large number of independent examinations for admission to the

several Departments of the Public Service (every Department having one of its own), and the effect of this upon schools which prepare candidates for them. In most of these examinations the test of general education is of about the same degree of difficulty, and the subjects of examination do not differ very widely. There is, however, so much variation in detail—for example, in the branches of mathematics set, or the portions of history selected—that what would be a good preparation for one examination would not serve for another. The result is that boys of the same social class and the same educational attainments, and attending the same school, must study the same subjects in different classes if they are preparing for different examinations. In each of two High Schools in Lower Bengal, there are nearly a dozen classes thus preparing for different examinations, not including those of the Calcutta University; and most of these are for admission into Departments of the Public Service. These classes are small, generally consisting of two or three boys in each, so that if all the classes could be formed into one, the united class would not be too large to be taught by a single teacher. On account of the necessary sub-division, both schools have a larger staff of teachers than they would otherwise require, although they neither do nor can attempt to provide special teachers for each of these small classes. As far as the schools are concerned, the result is increased expenditure for teachers, and a great strain upon the staff, while the number of classes in charge of each master prevents the teaching from being as effective as it ought to be. (V, 7.)

It appeared to the Committee that if it were found possible to hold a common examination in general subjects at the same time for all branches of the Public Service, with additional special papers in the different subjects required by particular Departments, it would not only be an incalculable boon to High Schools and their scholars, but would save much trouble and expense to Government. On this subject one head-master writes :—

"An examination similar to the admission examination for the Engineering College at Rurki might be made common for all departments.

If any department did not demand the amount required by the above standard, the candidates for that department might be instructed to answer certain particular questions only.

Similarly if any department such as the Forest Department or Survey or Secretariat required subjects of examination other than the above, the papers on these subjects might be given at the time when other candidates would be working on subjects not required by these departments : *e. g.*, the Secretariat and Subordinate Accounts candidates might have précis-writing, book-keeping and letter-drafting; while candidates for the Forest Department have botany and chemistry; the Survey and Rurki candidates geometrical, topographical, or freehand drawing; and the Subordinate Executive candidates law.

Setting aside the advantage to Government of thus simplifying the examination, one great advantage to the candidates of a common examination would be that if a candidate for admission to a particular department failed for any cause to enter that department, but qualified for another in which there was a vacancy and for which he was an eligible candidate, he might enter that department, without further delay and waste of time, either for himself or the department.

It seems to me therefore not impossible to frame a plan for a common examination which would serve as a test for admission to the departments I have mentioned, if not to all, and a test that would be as advantageous to Government as it would be convenient to candidates and to the schools in which they were prepared."

Another head-master writes in a similar strain, but suggests a slightly different plan :

"I would draw your attention to the fact of the diversity of these Government examinations and the consequent useless multiplication of work on the part of the Professors, who instead of being able to devote themselves to a large class, are constrained to teach such a large number of subjects covering different matter, that their work is needlessly increased. If it were possible to organise these examinations on a simpler basis, so that the common subjects covered the same ground, a more efficient training could be given to the students, as the College staff would be able to devote more time to each subject. Another advantage following from this would be that if a candidate, owing to the small number of yearly vacancies, did not secure success in the examination for any particular department, his chances of succeeding in the examination of another department would not be so hopeless as at present."

We do not think it necessary to discuss these proposals in detail, or to offer any proposals of our own, because we believe that, should the Government be pleased to take any action in this direction, the question can only be dealt with by a Committee appointed for the purpose. Our unanimous opinion is conveyed in the following Resolution :—*That Government be requested to take steps to secure, as far as possible, uniformity in the conditions of admission to the different Departments of the Public Service by prescribing a common examination in all subjects, except those specially required for particular Departments.* (*V*, 7.)

22. *D.—The Education of the Poor.*—At an early stage of our proceedings we took into consideration the question whether sufficient and suitable provision was made for the education of poor European and Eurasian children, and if not, how it could be improved. Our object was not merely to increase the facilities open to poor children for the acquisition of a good general education, but also to give such a character to their education as might more fully fit them to earn a livelihood, after leaving school, in various industrial occupations. The conclusion that we came to was that improvement should be aimed at along two main lines; first, the increased provision of boarding schools, and secondly, the encouragement, in schools for the poor, of a deviation from the ordinary course of study by giving special grants for instruction in subjects of a technical or practical character.

23. *Provision of Boarding Schools.*—We are unanimous in attaching a very high value to well-conducted boarding schools for the poor; and we earnestly desire to see their number increased, whether by the direct agency of Government, or by private effort assisted by Government. Such schools not only secure continuous education by enforcing regularity of attendance—the chief difficulty now met with in the education of the poor; but they remove the scholars from the ordinary surroundings of their home-life, which are often of a questionable kind; and the steady discipline which they enforce tends to strengthen and improve all that is best in a boy's character. For this purpose, and in order especially to confirm the scholars in habits of order, promptitude and obedience, the *quasi*-military form of discipline which prevails in many institutions seems to possess a high value. In large establishments like the Lawrence Military Asylum at Sanawar, for example, the services of European stewards, sergeants or matrons can generally be secured, and the boarders will thus be removed from the (often demoralising) influence of native servants. Our conclusions are embodied in the following Resolution (III, 3):—

> *That the Committee recommend, as one of the best means of educating poor European and Eurasian children, the establishment of boarding schools in which they would be at all times under close and careful supervision, and as far removed as possible from contact with native servants.*

24. *Character of the Education in Schools for the Poor.*—The best form of education for poor boys must be determined by regard to the occupations which will be open to them after they leave school. Some, it is true, may be employed in offices; but appointments of this class will for the most part fall to the lot of those whose general education has been carried to a higher standard than we now have in view. A few will find employment in shops. But it may ordinarily be assumed, as a result of the acute competition that exists for every form of clerical employment, and for other reasons as well, that a large proportion, if not the majority, of the scholars whose case we are considering will take to some form of active, out-of-door, or industrial pursuit,—some occupation in which bodily strength and manual dexterity are essential. It is true that Anglo-Indian parents, even of the lower classes, often regard with distaste the notion of their sons doing any manual work. The pressure of circumstances is gradually weakening this objection; and as experience shows that boys of European extraction, born and bred in this country, can be turned into good workmen if their energies are directed into the proper channel from a sufficiently early age, it is reasonable to expect that if encouragement is given to European schools to open industrial classes, the manual training that they offer will be of solid value in after years to the scholars who attend them. Our recommendations, based chiefly on the Proceedings of the third and fourth days' meetings, are governed by

this principle. We recommend that special grants be given for the encouragement of training in such subjects as promote physical strength and manual aptitude, provided they also have educational value, in other words, that they admit of a graduated series of exercises and are calculated to develope moral qualities, such as industry and patience, in the scholar. The leading Resolution stands as follows (III, 4):—

That the best means of promoting the education of the poor is to give additional grants to schools, where in the opinion of the Department necessary, for instruction in special subjects of a practical character, likely to improve the position of the scholars in after-life.

That in accordance with the foregoing Resolution, grants may, where necessary, be made to schools for instruction in—

Drill and gymnastics,
Drawing,
Object-lessons leading up to elementary instruction in Physical Science,
(For girls) Household duties;

and in such subjects as the following:—

Short-hand and type-writing.
Modelling in clay.
Carpentry.
Blacksmith's work.

Such grants may include grants for apparatus.

Drill and gymnastics, drawing, practical notions about elementary physics, or (for girls) household duties, are of great and recognised value as parts of education in every class of life, but possess special importance in the education of those who will have to live by their hands chiefly. They strengthen the physical frame, or they train the hand and eye, or they implant habits of observation; and thus they form, if not a necessary, at least a very useful and important, equipment for every workman who means to succeed in his calling quite independently of the particular trade that he may follow. We have, therefore, placed them first in our list.

25. *Technical instruction.*—Following these in our recommendations come other subjects, having a closer and more direct connexion with technical instruction as the term is commonly understood. Short-hand and type-writing, it is true, are not of this class; but they have an immediate commercial value, while at the same time they can be sufficiently taught in schools; and accordingly they have been included in our list. Modelling in clay, again, may be regarded, like drawing, as a part of general education, since its first object is to develope the faculties of accurate perception and imitation; but at the same time a knowledge of the art will be of direct service to a future pattern-maker in a workshop. As to carpentry and blacksmith's work, our object in including them among the subjects of instruction may be best explained by the following words, with which the last-quoted recommendation concludes:—

That, in recommending the following grants the Committee have in view the educational value of instruction of the kind specified, both in cultivating the faculty of observation and in promoting aptitude for industrial occupations; but they are of opinion that it is neither possible nor desirable to introduce into schools the teaching of special trades as means of livelihood.

The training that we contemplate, in the carpenter's and blacksmith's shops which we hope to see attached to large boarding schools, is not intended to fit boys to earn a living in those callings (which we consider to be quite out of the question), but rather to enable them to acquire rudimentary skill in the use of tools which may afterwards avail them when they enter a workshop. Like the Slöjd system, to which reference is made below, it is to be used as "a means of developing physical powers and of forming character and habit, rather than of attaining utilitarian ends." In advocating technical instruction, we employ the term as meaning nothing more than such a training as will give a boy a favourable start in any industrial occupation to which he may afterwards turn his hand. And even though he does not become a mechanic, the training that we recommend will be of permanent

service to a boy of this class, not only in the various odd jobs to which he will have to turn his hand in the affairs of his daily life, but also, we consider, in the formation of his character.

A proposal was made at one of our meetings (IV, 3, 4) that the curriculum of all such special subjects should, for the purposes of the Code, be clearly defined. The proposal, however, met with little support. While we cordially agree in the principle that lay at the bottom of the proposal, namely, that any form of manual work permitted by the Schedule should have a definite character and aim, and should give no encouragement to desultory labour, we consider it desirable that the greatest possible freedom should be conceded in this matter to school-managers, so that the alternative courses may be framed in conformity with the special aims and requirements of different schools, or the special aptitude of teachers in different lines of practical work. We think it will answer every purpose if the courses are approved by the Inspector as being progressive towards a definite object, and suitable in scope, design, and amount of work. We have, therefore, not attempted to define the curriculum of these special subjects.* It will be seen that we contemplate the inclusion, at the discretion of the Local Governments, of other subjects in addition to those named in the Resolution and in the corresponding article (33, *c*) of the Code, as qualifying for special grants. "Telegraphy" is one such subject that came under discussion; "the maintenance of bands in large schools" is another, and the aptitude for a musical training which Europeans and Eurasians often display seems to show that many of them might earn, if properly trained, a respectable livelihood as musicians.

26. *Cost of industrial Classes.*—This is a matter regarding which we have no experience of our own to guide us. We therefore asked the advice of Mr. J. S. Slater, Principal of the Civil Engineering College, Sibpur, who has favoured us with the following estimate, based on the requirements of a class of ten boys:—

	Rs.
Carpenter's shop.	
Cost of tools, etc., for ten boys	500
Instructor in carpentry, monthly	30
Cost of materials for instruction, per annum	300
Blacksmith's shop.	
Five forges, masonry	150
Five bellows at Rs. 40 each	200
Five anvils at Rs. 50 each	250
Tools	200
Instructor, monthly	50
Materials, etc., for ten boys, per annum	300

Mr. Slater adds that if a European school opens a class for blacksmiths, it should also be in a position to teach elementary surveying and levelling, and the outlay required for this purpose would probably amount to Rs. 500.

27. *Affiliation of industrial Classes.*—Rules exist in Bengal for the affiliation of technical schools to the Apprentice Department of the Sibpur Engineering College. The advantages conferred by affiliation are the following. An affiliated school is entitled to obtain tools and machinery from Sibpur at the cost of manufacture; it is subject to periodical inspection by the Principal of the Sibpur College; and its pupils, after going through the full course of the school, are entitled to appear at the first or the second year's examination of the College, and if they pass, to join the College in the second or third year class. It is suggested that similar privileges should be conceded to classes for carpentry and smith's work attached to European schools; thus establishing a close and useful connexion between these classes and the Apprentice Department of the College, saving the Scholars one year or two years (as the case may be) of their time, and opening up to them paths leading to profitable employment.

* The following works from Cassell & Co.'s Polytechnic Series have been recommended to us by the Principal of the Engineering College, Sibpur, as containing a suitable course for schools in workshop practice:—

(1) "Forty Lessons in Carpentry Workshop Practice," by C. F. Mitchell.

(2) "Forty Lessons in Engineering Workshop Practice" (such portions as can be gone through without machinery).

We append a statement of the workshop course of the Apprentice Department of the Sibpur College in the first two years :—

FIRST YEAR.

Carpenters' Shop.—Apprentices are made acquainted with and shown how to use and handle properly the tools ordinarily employed for the purposes of carpenters' and joiners' work. They are taught the method of preparing wood, setting out, and forming the various joints. The practical application of the foregoing instruction is brought to bear by employing them in making tools, boxes, doors, windows, roof-trusses and other framings required for buildings and other engineering works.

SECOND YEAR.

Blacksmiths' and Boiler-makers' Shop.—Apprentices are taught to use and handle correctly the different tools, to lay and manage the fires, to draw down, bend, jump, weld, split, punch, chamfer and temper. After this they are set to make small forgings of tools, bolts, nuts, hooks and shackles, and also of parts of trusses, as well as other forgings of parts of machines. In the boiler-makers' shop they are familiarised with the use of riveting tools and the process of riveting, and learn to punch and shear correctly with the machines for that purpose.

The class-work for the Apprentice Department in the same two years is given in outline below :—

First year.—Arithmetic, Euclid, and Algebra ; carpentry ; printing scales and geometrical drawing.

Second year.—Algebra, Trigonometry and Mensuration ; estimating building materials ; surveying with chain and compass, and levelling ; orthographic projection.

The foregoing courses, in workshop practice and class work, respectively, indicate the standards up to which the industrial classes attached to European schools should work. Any pupil passing either of these examinations, and being within the prescribed limit of age, would thus save one year or (if both examinations have been passed) two years in the college course.

28. *Place of Special Subjects in the Code.*—We have provided for two ways in which the special subjects, referred to in the preceding paragraphs, may be introduced into schools. In the first place, they may be taught in addition to the ordinary subjects of Schedule I ; and we have made provision, in Article 33 (*c*) for special grants being given to schools for the poor which teach these subjects outside the regular routine, provided that additional expenditure is incurred on account of such instruction, and that the ordinary grant is considered insufficient. Or again, in the second place, these subjects may be taught in substitution for one or more of the subjects specified in Schedule I; and in Article 20 we have permitted such a substitution to be made without loss of grant, subject to the previous sanction of the Department (IV, 3). We were led to this conclusion by the example of the Free Boarding Schools at Allahabad, of which an account is given in the third day's Proceedings, paragraph 3. After passing Standard IV, the scholars are divided into two classes. Those who show such intellectual capacity as to render it likely that they will profit by a higher education, are admitted as day-scholars of the High Schools, receiving, out of school hours, additional instruction in short-hand and type-writing ; while the remaining children, who form the majority, devote more of their time—the boys to various kinds of manual work, the girls to household work ; while they also receive further instruction in such subjects of the school course as will be of most practical use to them, without closely following the schedule of the Code. It is to meet cases of this kind that the provisions of Article 20 have been introduced. We are also of opinion that schools which thus deviate from the scheduled course, after passing Standard IV, should be classed as Middle Schools (VII, 2).

29. *The Slöjd System.*—The introduction of this system, which is rapidly growing in popularity, into European schools, especially those for the poor, would be in full accordance with the principles that we have advocated above. It would indeed form a fitting introduction to the technical classes which we hope to see established. Slöjd, or Sloyd, it may not be out of place to mention, is the name given to a system of educational handiwork in wood, metal, cardboard, leather, etc., suitable for boys and girls of the age of ten and eleven or upwards. Each child is required to produce a series of

useful articles called 'models,' in which rounded work and the square work of the carpenter are duly alternated; and each model introduces, with careful regard to the graduation of difficulties, some new tool or fresh exercise. The chief tools used are the saw, the plane, and the chisel, with the knife as the initial tool. It is claimed on behalf of this system that it should be placed, as a subject of school instruction, on the same footing as arithmetic, reading, or writing; and should, therefore, be taught in every school, since its educational value is very high. It specially aims at teaching thoroughness, and educating children to put their very best work into whatever they do. At the same time the manual training which a Sloyd pupil undergoes is of great practical value to him in after-life; if he becomes an artisan, he has nothing to unlearn. "Sloyd trains hand and eye, gives general dexterity, developes the body, . . . begets a spirit of independence and self-reliance, developes patience, strengthens the will." In a word, it is to be used as a means of developing physical powers and of forming character and habit, rather than of attaining utilitarian ends.*

The question of giving encouragement to this system was considered at one of our meetings (IV, 4). While its value was fully recognised, the great difficulty in the way of its introduction was said to lie in the absence of teachers trained to the work,—the same difficulty, in fact, that has attended the attempts which have been made to introduce kindergarten teaching. We have, therefore, made no special reference to the Sloyd System in the Code.

30. *Reduction of Grants to Schools for the Poor.*—By Article 40 of the existing Code it is provided that if the annual grant earned by a school exceeds the income of the school from all sources other than the grant, it shall be reduced by the amount of such excess; in other words that the grant-in-aid shall not exceed the income of the school from other sources. The policy of applying this provision to schools for the poor was strongly contested at two of our meetings (III, 3; IV, 9). An instance was cited in which the grant earned by a free school had been reduced by about one-half under the provisions of this article. The case of such schools, it was urged, was altogether different from that of schools in which fees were charged. It was a great hardship on the Managers, while faithfully carrying out the object which the Government declared to be essential, namely, the education of poor European children, to deny them the grant they might earn under the Code, unless they could raise an equal amount from the charitable public. It was clearly hard upon the poor, and in itself a matter of doubtful propriety, to make the education of their children dependent on the generosity of the rich.

The article, in fact, invited school managers to drive away poor children from their doors, after a certain limit had been reached, by making it uncertain whether any grant would be given for their education. Schools for the poor ought, it was contended, to be definitely withdrawn from the operation of this article.

These arguments impressed us; but we were not convinced that it was desirable to definitely exclude poor schools from the provisions of the article. The result would be to weaken or destroy one of the most potent arguments by which managers of schools for the poor can appeal to the generosity of the public, namely, that unless a liberal response is made, the school will suffer. The Government is not the only party responsible for the education of the poor. That responsibility is shared in an equal degree by the wealthier members of the community, and we do not think it desirable to introduce into the Code any provisions which would tend to weaken it.

At the same time we are aware that, as in the instance cited above, the enforcement of the rule may sometimes give rise to extreme difficulty and hardship when, owing to accidental or temporary causes, subscriptions to a large free school fall off. We, therefore, wish to draw special attention to the remedy that can be applied in such cases by Local Governments under Article 32 of the existing Code (Article 33 of the Revised Code). Special grants may be given under this article to schools for the poor, on any ground which may appear sufficient to the Local Government; and it is expressly provided that grants so made shall not be taken into account in making reductions on account of deficient income. The liberality of the public in supporting schools for the poor is so well established that the

* Taken from "Sloyd Facts," George Philip and Son, London.

occasions, it is thought, will seldom arise; but if it does arise, we think it very desirable, in order to prevent great and sudden loss to these useful schools, that the remedy provided by the Code should be applied.

31. *Compulsory Education of the Poor.*—The compulsory education of poor European and Eurasian children has been suggested by the Punjab Government as a subject for discussion by the Committee. After consideration of the question, we came to the conclusion (III, 5):—

That in the opinion of the Committee it is unnecessary to recommend that any steps be taken to enforce the attendance of children at school.

We were led to this conclusion on the following grounds. As stated above (paragraph 21), experience shows that it is not so much non-attendance as irregular attendance which is the great obstacle to the proper education of children of the poorer classes. Home supervision is imperfect, and the children play truant without notice or correction. Clothes or boots give out, and until they are replaced the children cannot go to school. A system of compulsory education would not effectually meet these cases. Again, such a system to be properly worked requires a staff of officers corresponding to the 'attendance officers' employed by the School-Boards in England; and the resulting expense would certainly be considerable. Nor again would it be possible to employ such officers any where except in large towns. Finally, we are of opinion that if education is compulsory, it must ultimately be made free, as in England; and we are not prepared to recommend so far-reaching and costly a change.

32. *E.—Transfer Rules.*—Rules regulating the admission of scholars in Bengal from one European school to another were first given in the Bengal notes to the Code in the edition of 1889-90. Complaints had been made that not a few parents were in the habit of neglecting to pay school fees until they had accumulated to a considerable sum, and of removing their children to another school when they were pressed for payment, there to repeat the same practice. Again, it often occurred, at the end of the school year, that teachers were greatly hampered in making the annual re-arrangement of the classes. If a scholar who was unfit to be promoted was kept back in his old class, the removal of the scholar to another school would often be threatened, and, if the teacher did not give way against his better judgment, carried into effect. The competition for scholars between school and school was so keen that it rarely, if ever, happened that a teacher refused admission to a scholar removed in the above circumstances. A mutual understanding between the schools was several times suggested, but was never carried out. The new rules were framed to meet the difficulty; the two most important provisions being that no scholar was to be admitted into another school without a transfer certificate stating that there were no fees due to the last school, and that no newly admitted scholar was to be placed in a standard higher than that in which he would have been, had he remained in his former school. As the same or similar rules were introduced into all the Provincial Codes, and have in every case worked with most beneficial results, the Committee thought it desirable that they should be transferred from the provincial notes to the body of the Code. They have accordingly been inserted as Chapter IV, containing Articles 45 to 50.

Before doing this, it was necessary to decide whether the transfer certificate should be (1) forwarded from school to school directly, or (2) handed over to the parent or guardian of the scholar, by whom it should be presented when applying for the admission of the scholar into another school; one or other of these plans having been followed in different provinces. The second course involves less trouble to the teachers of both the new and the former school; and though it was pointed out that a teacher might be deterred from expressing his honest opinion about a bad boy upon a document which must be handed over to the boy's parent or guardian, the Committee overruled the objection, and decided that the certificate should be given to the parent or guardian of the scholar. (XIV, 2.)

33. *F.—The substitution of Letters of Recognition for the present Teachers' Certificates.*—The rules now in force regarding teachers' certificates require that the head teacher of every school, and every assistant teacher in charge of a class above Standard IV, shall be certificated. This requirement was met, when the rules first came into operation, by giving the needful certificate unconditionally to every teacher, required by the rules to hold

one, who was at that time employed in the schools. All certificates issued afterwards have been given according to certain definite rules, except in special cases. These rules specify that any pupil-teacher who has satisfactorily completed his apprenticeship ; any person over seventeen years of age who has passed either the Matriculation Examination of a recognised University, or the High School Examination in at least four out of the five compulsory subjects, failing only in the second language; or any person who has passed one or other of certain higher examination; is eligible for a provisional teacher's certificate. These provisional certificates are made permanent after certain varying terms of service with credit.

The system thus briefly described would not work badly, if fairly good teachers could always be got for those appointments in which certificates are necessary. There is no scarcity of candidates who are, under the rules, eligible for the required certificates, but most of them have either never taught before, or have had a very limited experience of the work; and it is rare to find one who has proved himself able to teach satisfactorily. The schools, however, must be staffed, and under the rules certain posts must be filled by certificated teachers. If, therefore, teachers up to a proper standard of efficiency cannot be found for these posts, those of an inferior standard must be accepted ; and certificates must be granted, even although the recipients may know nothing about teaching. It is true that these certificates are only "provisional," and that "service with credit" is the condition to be fulfilled before they will be made permanent; but this is of little value in actual practice, because of the low standard which must be taken in estimating whether a teacher's work is creditable or not, if a deadlock is to be avoided. If even a moderate standard were taken, few provisionally certificated teachers would receive the permanent certificate in a time at all approximating to that allowed for the purpose under the rules. The teachers may and often are doing their best; but they have much to learn which can only be gained by careful study and lengthy experience before they can be expected to teach well. To permit the provisional certificate to remain in force for an indefinite period would be to place it practically on a level with the permanent certificate; while to cancel it would generally cast the holder out of the profession, only to have his place filled by another beginner who would probably be his inferior at the outset, and possibly no better at the end of the probationary period. The existing rules have therefore not only permitted the award of teachers' certificates to mediocrity, they have forced it; and consequently the certificates are not and never have been sufficient evidence that their holders are capable teachers.

34. *Summary of Arguments.*—The weak points in the present rules regarding teachers' certificates are the necessity for issuing certificates to a sufficient number of teachers to fill certain appointments, thereby forcing their issue whether they are deserved or not; and the fact of eligibility for the certificates being made to depend, not upon proficiency in the art of teaching, but merely upon the passing of certain examinations. The result of these rules has been the degradation of the certificate, so that instead of being official evidence of a teacher's worth, it is merely an official permission for the holder to have charge of a certain class or classes, or to be the head teacher of a particular grade of school. The Committee consider that mere licenses to teach ought not to be styled Teachers' Certificates, and therefore they proposed to issue for this purpose in future "Letters of Recognition" only, and to grant such a letter of recognition to all teachers now engaged in the schools. It was discussed (II, 2) whether, on the issue of the Letter of Recognition to existing teachers, the old certificates should or should not be recalled, and it was eventually decided to leave them for what they were worth in the possession of their holders. The resolution embodying these decisions runs as follows :—

> *That the certificates required by Section IV of Chapter III of the Code be no longer issued, but that in their place licenses to teach, in a form to be hereafter prescribed, be issued to teachers accepted for that purpose by the Department; with the proviso that the present holders of certificates under that Section be allowed to retain them.* (II, 2.)

Effect is given to this resolution in Articles 53 to 57 of the Revised Code. The form of the "Letter of Recognition for Teachers" approved by the Committee is given in Schedule III of the Revised Code.

35. *G.—The Award to Teachers of Special Certificates of Proficiency.*—The Bengal proposals for the revision of the Code included, in addition to the above, the introduction of a new certificate for teachers, to be issued only to those who give proof of their practical ability as teachers by doing continued good work for a certain time and by teaching before the Inspector, and proof of their theoretical knowledge by passing an examination in school organisation and the art of teaching. The proposals also included a provision for recording on the certificate such examinations as the holder might pass either before or after its issue.

The Committee fully approved of the proposals in general outline, and expressed their belief as to the value such a certificate would be to its possessor, the stimulus it would give to teachers to improve the quality of their teaching in order to gain it, and the effect this would have in remedying, though perhaps only to a slight extent, the serious defect in the present educational system of the absence of a training institution for teachers of European schools. The Committee having agreed that the new certificate should be styled "Certificate of Proficiency in the Art of Teaching," resolved :—

That a certificate of Proficiency in the Art of Teaching be issued to any licensed teacher who may satisfy certain conditions (to be hereafter settled) on the general lines of Mr. Bamford's proposals with that object (II, 2).

36. *Qualifications for the Certificate.*—In discussing the conditions regulating the issue of the Proficiency Certificate (XI, 5), it was agreed that none but recognised teachers (as defined in Article 53 of the Revised Code) who have passed either the Middle School Examination, or some other examination which, in the opinion of the Department, is not inferior to it in point of difficulty, should be permitted to become candidates for the certificate. The Middle School Examination was selected for this purpose because the Committee considered that no one engaged as a teacher ought to be unable to pass it; and a higher examination was not chosen in order to give every teacher, from the highest to the lowest, an opportunity of qualifying for the certificate. Many junior teachers will now be glad to work up for it, who would have been prevented from doing so by a higher preliminary examination ; and some of those who qualify for the certificate will probably be stimulated by its possession to prosecute their studies so as to fit them for teaching more advanced work, as the mere possession of the certificate does not entitle the holder to teach in any particular section of a school. (See the note to Article 68 of the Revised Code.)

In order to qualify for the certificate, candidates must teach for two years to the satisfaction of the Inspector. During this period the Inspector will, at his visits to those schools in which candidates for the certificate are engaged, carefully note the progress of the classes under their charge, the methods employed in teaching them, the discipline exercised by the teachers, etc. ; and he will not only criticise the work in a friendly way, but will also give advice where necessary. He will then be in a position at the end of the probationary period to know whether the candidate may be considered to have satisfactorily passed this test. The candidate will also be required to prepare five lessons, two of which must be given to the satisfaction of the Inspector, who will select the particular lessons to be given. He will further be required to gain 50 per cent. of the possible marks in the paper on "School Management and the Art of Teaching" set at the High School Examination. This paper is set specially for teachers, and may be taken by candidates who sit for this paper only.

The rules regarding Proficiency Certificates are given in Article 68 of the Revised Code.

37. *H.—Pupil-teachers. Their Training and Instruction.*—The existing rules regarding pupil-teachers chiefly deal with the conditions under which they may be appointed, the annual examinations they must pass, and the grants to be paid on their account. Nothing whatever is said of their training in the art of teaching ; and the only mention of the instruction they are to receive is the stipulation in Article 52 that every pupil-teacher "shall receive one hour's instruction daily from a duly qualified teacher." The successful completion of the pupil-teacher's apprenticeship does not depend in any way upon the work actually done by him in school, but upon his passing an examination in each year of his

engagement. As was stated before the Committee, the pupil-teacher system, under such rules, is nothing more than a cheap method of staffing schools, without regard to efficiency. Young boys and girls fresh from the upper part of the school are placed in charge of classes, without any notion of how they ought to set about their work beyond that which may possibly be supplied by their natural intelligence. The head teacher and the rest of the staff are generally fully occupied with classes of their own, so that the pupil-teachers get very little advice about class-management, little if any instruction in the art of teaching, and practically no supervision of their work. (II, 3.)

The Committee regard the training of boys and girls in the art of teaching as the chief aim of the pupil-teacher system, and as the only object of Government in giving grants on accounts of pupil-teachers. Managers of schools will generally find it a saving to engage pupil-teachers; but this economy should be regarded as a beneficial accompaniment of rather than as the motive for their employment, and should always be limited to such saving as can be effected without any sacrifice of efficiency.

Fully agreeing as to the defects of the present system, the Committee resolved:—

That it is desirable to make definite provision for the instruction of pupil-teachers, and for training them in the art of teaching. (II, 3.)

Effect is given to this by providing that pupil-teachers can only be employed in suitable schools, where proper arrangements are made for their training in the art of teaching, for their supervision while teaching, and for their instruction in their own studies [Article 59 (*a*) of the Revised Code]; and by framing definite rules for such training and instruction (Article 61).

In order to see that this training is carried out, the Inspector will take careful note of the work of the pupil-teacher with his class throughout the year, whenever he has the opportunity. He will also, near the close of the year, hear the pupil-teacher give to his class one of three lessons previously prepared for the occasion. The pupil-teacher's progress in his own studies will be tested by examining him in certain of the papers set at the High School Examination. These three tests must be satisfactorily passed every year in order that the year's work may be approved (Article 62).

38. *Age and Preliminary Qualifications of Candidates.*—It was the general feeling of the Committee that it would be of advantage to raise the age-limit and the preliminary qualifications of candidates for pupil-teacherships, whenever the circumstances of the Province might admit of this being done. The intellectual and moral development of children in India and the growth of their observing faculties, are slower and later in India than in England; and few boys and girls under 15 years of age are sufficiently advanced in character to exercise usefully the functions of a pupil-teacher. The raising of the age-limit from 14, as at present, to 15, would also give the candidates an opportunity of being better grounded and therefore better fitted for the much more independent manner in which they will, as pupil-teachers, have to prosecute their studies.

Regarding the preliminary qualifications, passing Standard VI is what is at present required. The fact that individual examination has been condemned, and will probably be largely discontinued, necessitates the selection of some other standard of attainment, and the Middle School Examination affords in these cases the only means of testing the proficiency of candidates at or about that stage. Even where individual examination is retained, the Middle School Examination is better for the purpose than the brief examination in Standard VI held by the Inspector on the occasion of his annual visit. The former is the close of a definite stage in a scholar's career; it is conducted by a Board of Examiners simultaneously for a whole Province; and each subject is much more thoroughly tested. The more advanced course of study is also an advantage, as giving a better foundation for that which has afterwards to be mastered by the pupil-teacher.

Mr. Cope said that, however desirable it might be that candidates for pupil-teacherships should be older and more advanced than at present, he feared there might be difficulties in the way of raising the age-limit and the preliminary qualifications in the Punjab.

The Committee accordingly resolved:—

That it is desirable to raise the preliminary qualifications and the age of candidates for pupil-teacherships, wherever the circumstances of the Province permit.

If, however, in the opinion of any Local Government, this resolution is not suited to the circumstances of the Province, it shall be within the competence of such Local Government to introduce into the articles, to be hereafter framed in accordance with the resolution, any modifications which they may think advisable. (II, 3.)

To carry this resolution into effect, we have provided in Article 51 that boys and girls proposed for pupil-teacherships shall not be under 15 years of age at the time of their engagement [*b*,1)] ; that they shall have passed the Middle School Examination in the first or second class ; and that they shall further satisfy the Inspector of their proficiency in reading, hand-writing, and dictation, and, in the case of girls, in needle-work also [*b* (2)]. The latter requirements are prescribed in addition to passing the Middle School Examination, because the subjects mentioned are not tested at that examination.

Provision is made in a note to Article 59 for an alteration of the conditions as to age and preliminary qualifications, should the Local Government think it desirable to do so.

39. *Course of Studies.*—The standards of examination for pupil-teachers given in Schedule II of the present Code cover an extensive course of studies for each year. The Committee consider that, with the limited time which pupil-teachers have at their disposal it is desirable that their studies should be confined to fewer subjects, in order both to relieve the strain at present felt, and to enable them to study this limited range of subjects more thoroughly. They are also of opinion that a special examination for pupil-teachers is not necessary, and that a small selection of subjects from the High School course for each of the three years of apprenticeship would exactly answer the purpose, and would save the time of the Inspector which he would otherwise have to devote to a special examination. Article 62 (*d*) has therefore been framed in accordance with these views. It prescribes the High School course in Arithmetic, History and Geography as the special subjects for the first year ; English and Mathematics for the second year ; and a Second Language, School Management and the Art of Teaching for the third year.

It is not intended that pupil-teachers shall study nothing but Arithmetic, History and Geography in the first year, and so on. They will during that year naturally continue their studies in the subjects of the second and third year also, giving particular attention, however, to the special subjects for the first year. In the second year, the pupil-teachers' attention will be similarly divided between the courses for the second and the third years ; while in the third year, their whole attention can be given to the subjects of examination for that year. The subjects have been arranged so that those which the pupil-teachers are likely to find the easiest are the first in which they shall be examined, and the most difficult the last.

A note to Article 62 (*d*) gives power to the Local Government to modify the standards of examination prescribed in the article, in those cases in which the power of altering the conditions as to age and preliminary qualifications, given in note 2 to Article 59, has been exercised.

Article 64 permits a pupil-teacher to take up the same course in the following year, if he fails to make the required progress in teaching or in his studies [Article 62 (*b*), (*c*) and (*d*)]. This condition is intended to meet the case of those pupil-teachers who work steadily, but can only make slow progress. In case of a second such failure in the same stage, the pupil-teacher will cease to be recognised by the Department.

40. *Grants to Pupil-Teachers.*—We have thought it advisable to frame a fixed scale of grants on account of pupil-teachers, in place of the different grants payable under the present Code. This scale is given in Article 65 of the Revised Code. Under the existing rules, a pupil-teacher who passes in all subjects, including the three which are optional, can earn Rs. 180 in the first year, Rs. 205 in the second year, and Rs. 230 in the third year of his apprenticeship. Optional subjects, however, have been taken up by very few pupil-teachers ; and if we exclude the grant for these, the possible grant is only Rs. 120 in the first-year, Rs. 145 in the second year, and Rs. 170 in the third year. According to the scale given in the Revised Code, the grant on account of a pupil-teacher who satisfactorily completes his first-year course is Rs. 100, his second-year course Rs. 150, and his third-year course Rs. 200 ; half the grant in each case being paid to the

pupil-teacher and half to the managers, as in the present rules. The grants under the new rules will, therefore, be Rs. 20 less than those ordinarily earned under the present rules in the case of pupil-teachers in their first year, Rs. 5 more in their second year, and Rs. 30 more in their third year. Thus while the new scale gives a rather higher grant on the average to pupil-teachers who complete their apprenticeship, it is smaller at the outest, and higher at the end. This is intentional, as past experience has shown that many who become pupil-teachers do not complete their apprenticeship, either from failing to pass, or from voluntarily abandoning the teaching profession ; and it is but right that higher grants should be paid to pupil-teachers in the later stages, since the longer they continue, the more likely they are to become teachers. For the same reason, the expenditure on pupil-teachers under the new rules will probably be smaller than at present, though pupil-teachers who finish their course will have earned a larger grant.

A new provision is made in Article 65, whereby the grant payable to Managers on account of a pupil-teacher is not forfeited by the failure of the pupil-teacher to pass in the papers set at the High School Examination [Article 62 (*d*)], if the rest of the pupil-teacher's work has been satisfactorily performed. This is only a matter of justice to the Managers as they must have done their duty to the pupil-teacher throughout the year, or he would have been unable to pass the other tests prescribed in Article 62 (*b*) and (*c*).

41. *Other Changes.*—Note (1) to Article 59 requires the engagement of a pupil-teacher to date from the 1st of January. Hitherto there have been great variations in the date of engagement, giving rise to inconvenience in arranging for the simultaneous examination of the pupil-teachers. The new rule will do away with this objection, while there will be no difficulty attending its introduction.

Article 63 provides that any pupil-teacher whose health or physical condition becomes such as to permanently incapacitate him in any way for the duties of a teacher, shall cease to be recognised as a pupil-teacher.

42. *A Supplementary Report on Training Colleges will be forwarded afterwards.*

43. *K. Rules for Building Grants to Schools.*—The rules for building grants are found in Chapter V of the present and Chapter VII of the Revised Code (XI, 6; XII, 1). The new provisions that we have introduced are contained in Articles 85 to 89 of the Revised Code and run as follows :—

85. *The sum to be alloted annually for building grants to schools will be fixed provisionally for a term of years. The amount will be notified by the Local Government to the Department. It will not in ordinary circumstances be reduced, though it may be increased, for any year during that term.*

87. *Every application for a grant must be submitted to the Department not later than the 31st December, if the grant is to be admissible for sanction during the following financial year. It must contain a certificate from the Managers that the funds at their disposal will, when added to the grant applied for, be sufficient to meet the full cost of the work. If the application is in accordace with the rules and is found to be in other respects deserving of support, it will be included in the list of "approved applications." If not so included, the reasons shall be notified to the Managers.*

88. *After consideration of all the "approved applications," the Department will submit to the Government, by the 31st March following, its recommendations for the distribution of the allotment among the applicant schools.*

88. *When a grant is sanctioned, the Managers shall be informed whether it will be payable in full from the allotment for the year, or if not, in what years and by what instalments.*

89. *In the case of an application for a repair grant under Article 83 (b), the Managers will be required to show that the necessity for such a grant has not arisen from the neglect of current repairs in previous years.*

The new articles are adopted with little change from the rules which have been current in Lower Bengal for the last two years, where they have been found to work well. The most important of the provisions is that of Article 85, which states that the sum to be allotted annually for building grants will be fixed provisionally for a term of years, will be notified beforehand by Government to the Department, and will not in ordinary circumstances be reduced during that term. We consider this a most salutary provision. It is of the utmost importance, both to the Department and to Managers of schools, when a building project is in contemplation, to have a clear idea beforehand of the amount of money that will be available for this and similar undertakings. Whether a project shall be pushed forward or postponed will often depend upon the knowledge which the Department has of the total sum of money at its disposal; and with such knowledge in its possession it will be enabled to give the most serviceable advice to school managers. The subsequent provision in Article 88 that a grant, if sanctioned, may be spread over a term of years, makes it easy to work with a fixed allotment. In the case of large grants, school managers are in general quite content to have the amount paid in instalments running over three or even four years. It is essential for them to know what grant they may finally count upon; but if they have the assurance of Government on that point, they can either borrow the money from other sources on advantageous terms, or they can make the necessary arrangements with the contractors.

It is not apprehended that the fixing of the allotment will involve any increased expenditure. The amount would in general be fixed by the average expenditure of the previous few years, modified, when necessary, by any knowledge that the Government might have of projects actually in contemplation. In Bengal, for example, the present allotment (Rs. 30,000 a year) is equal to the amount included under that head in the Provincial Contract; and that amount was settled by reference partly to past expenditure, and partly to future requirements as far as they could then be foreseen. The amount, when fixed, would be regularly included in the departmental estimates; and proposals for its distribution, after consideration of all the "approved applications," would be submitted to Government before the beginning of the financial year. The rules also provide, should the necessity arise and should financial conditions be favourable, for making a special grant to meet the case of any large undertaking, for which the ordinary allotment would be insufficient (Article 85.)

44. *Building Grants to Schools not under the Code.*—A case has arisen in Lower Bengal in which a school, not receiving a maintenance grant under Chapter II of the Code, but recognised by the Department as efficient, has applied for and received a building grant. In this case the school had declined a maintenance grant because it wished to preserve fuller freedom as to the course of instruction, etc., than the Code permitted; though its scholars were regularly sent up to the Scholarship examinations. The Managers had to execute a Trust Deed on receipt of the building grant; and the Specimen Form of Trust Deed (see Appendix IV of the present Code) contains a provision that a school to which a building grant is made shall be open to the inspection of the Department. The Managers in the present instance demurred to being brought under the Code by the mere fact of their having obtained a building grant. The objection was allowed by the Local Government, and the clause was struck out. We have thought it advisable to make definite provision for such cases; and we have accordingly added to Article 91 of the Revised Code a note that, "in the case of a school not receiving a maintenance grant, the inspection shall be limited to ascertaining that the buildings are maintained in good repair, that the sanitary arrangements are satisfactory, and that the school is properly conducted." In Article 92 we have also provided that the Trust Deed, of which the standard form used in Lower Bengal is given in the Appendix to the Code, shall be subject to any modifications that the Local Government may wish to introduce.

45. *Acquisition of Land for Schools.*—It was brought to our notice that schools, especially those in crowded localities in large towns, are frequently hampered by the difficulty of acquiring land for further extensions, whether of the building or of the playground. The importance that we have attached to the encouragement of drill, gymnastics and manly sports bring this difficulty into special prominence. It was suggested (III, 3)

that Government might give valuable help to schools by enabling them to acquire adjoining property, by compulsory powers, for the enlargement of the play-ground or for other similar purposes. We are in doubt whether the acquisition of land for the use of schools under private management can properly be described as having been made "for a public purpose," as required by the Act; but we consider the matter so important that we have thought it desirable to bring it to the notice of Government. Our views are expressed in the following Resolution (IV, 5) :—

> *That in consideration of the difficulties arising, especially in crowded neighbourhoods, from the want of land required for the extension of schools and of play-grounds, it is desirable in the opinion of the Committee that the right of Government to acquire land for public purposes should be extended so as to include the acquisition of plots of ground, to be afterwards transferred on suitable terms to the schools concerned.*

46. *L.—The more general Adoption of the High School Course.*—In discussing the relative merits of the High School and the Entrance course as regards their suitability for scholars in European Schools, we all agreed with the opinion common among teachers as to the superiority of the former. It is unquestionable that a more extensive, and a much more thorough knowledge of English is required for passing the High School than for passing the Entrance Examination, and that, taking the subjects all round, a higher number of marks must be gained in order to pass; while it is generally accepted that the examiners take a higher standard in awarding marks, and that the examination altogether is a better and more searching test than that afforded by the Entrance Examination.

In spite of this recognised superiority (perhaps, to some extent, in consequence of it), there is in nearly every Province a very evident preference shown by scholars and their parents for the Entrance Examination, particularly where boys are concerned. If we take Bengal alone as an instance, we find that during the last five years the number of candidates from Europeans Schools averaged 22·4 at the High School Examination, as against 123 at the Entrance. Again, the number of European Schools from which they were presented averaged 8·4 against 15·6. One reason for this is that while the High School Examination is more difficult than the Entrance Examination, passing it does not prove nearly so serviceable afterwards in getting a situation. In commercial circles the former examination is almost unknown, and therefore a boy is not asked if he has passed it, nor is his certificate of having passed it of much use, when he seeks a situation; whereas having passed the Entrance Examination always tells in his favour. Other circumstances which militate against the popularity of the High School Examination are its non-recognition in some cases, particularly in England, as equivalent to the Entrance Examination; the fact that no scholarships are awarded on the results of the examination; and the need for the revision of the syllabus given in Schedule I (IV, 13). In reference to the last point, and in order to express the opinion of the Committee that the High School course should be studied in European Schools in preference to that for the Entrance Examination, it was resolved :—

> *That it is desirable to afford encouragement to High Schools to take up the High School course under the Code rather than the Entrance course of an Indian University; and with that view to revise Schedule I-A of the Code, in order to remove certain objections which have been found to prevent schools from adopting the High School course (V, 4).*

Effect was given to the latter portion of this Resolution by making the changes in Schedule I-A, detailed at the end of the Proceedings of the Thirteenth meeting.

47. *Encouragement to be offered by Government.*—Time will eventually establish the High School Examination upon a right footing as regards the esteem in which it will be held by employers; but the Committee are of opinion that a just appreciation of the examination would be hastened, and a strong inducement would be offered to both scholars and schools to immediately take up the High School course, if it were made quite clear that candidates for admission to the Public Service would gain some definite advantage by passing the High School in preference to the Entrance Examination. We therefore resolved :—

That, in the opinion of the Committee, more complete effect should be given to the repeated declaration of Government that preference would be given to the High School Certificate over the Entrance Examination Certificate, as a qualification for admission to the Public Service (V, 6).

48. *Recognition of the High School as equivalent to the Entrance Examination.*— By some Indian Universities, the High School Examination has been definitely recognized as equivalent to the Entrance, as qualifying a candidate for admission to the next higher examination of the University; but this equivalence has not been recognised outside India. It was mentioned above that boys proceeding to Edinburgh to study medicine are exempted from the Preliminary Examination if they have passed the Entrance Examination, while the High School Examination is not recognised for this purpose. The British Medical Council are also prepared to accept the Entrance certificates of Indian Universities, for the admission of students to certain courses in Medicine and Dentistry, provided the standard includes certain particular subjects, such as Logic or a second European language. These subjects are not now included in the standard of the Entrance Examination, but they are optionally included, under our revised Schedules, in that of the High School Examination. It is therefore probable that, if a representation to this effect were made by authority, the Medical Council would accept the latter certificate in lieu of the Entrance, on being assured that it is accepted as equivalent by the Universities concerned. In order to meet such cases it was resolved :—

That in the opinion of the Committee it is desirable that the Secretary of State should be moved, through the Government of India, to address the governing bodies of those Institutions which at present accept, for certain purposes, the Entrance Examination certificates of an Indian University, with the object of inducing them to accept, for the same purposes, the High School certificates issued by the Education Departments of those Provinces in which the Universities have recognized or may hereafter recognise them as equivalent to the Entrance Examination certificates (V, 5).

49. *Provision of High School Scholarships.*—As a further means of encouraging the adoption of the High School in preference to the Entrance course in European Schools, the Committee consider that a certain proportion of the scholarships now awarded on the results of the Entrance Examination, should be reserved for European candidates passing the High School Examination, the remaining scholarships for the Entrance Examination being retained for Native candidates only. If this is sanctioned, it will be for the Local Governments to decide in what proportion the scholarships now given by them shall be divided between the two examinations. In discussing this question, it was pointed out (IV, 13) that European candidates who have in other respects qualified for Entrance scholarships are not infrequently debarred from holding them by the rule which requires that these scholarships can only be held by candidates who can read and write one of the Indian vernaculars with facility. The Resolution regarding the transfer of scholarships from the Entrance to the High School Examination runs as follows (V, 8) :—

That a certain proportion of the scholarships now awarded by the Local Governments on the results of the Entrance Examination be reserved for candidates passing the High School Examination ; such proportion to be determined by each Local Government.

Boys who continue their studies after passing the High School Examination will probably have many different objects in doing so. Some may wish to prepare for the higher examinations of one of the Indian Universities, others may be striving to gain admission into some department of Government Service, others may be working with a view to enter some profession, and others again may intend to pass through one of the English Universities. It is therefore desirable that scholarships gained on the results of the High School Examination should not be confined to students reading for the University Examinations, as in the case of the Entrance Scholarships. Accordingly the Committee resolved, in continuation of the preceding Resolution (V, 8) :—

That scholarships so reserved for European scholars should be tenable not only

as at present by students reading for the University Examination, but by students pursuing a recognised course of study in any institution within the Province approved for this purpose by the Local Government.

Provision for giving effect to the two foregoing Resolutions is made in Articles 107 to 109 of the Revised Code.

50. *The Remaining Alterations in the Code.*—The reasons for the other more important changes in the Code are given below :—

ARTICLE 3.—This article stands unchanged, although the Committee discussed (VI, 2) the question whether the term "European," as used in the Code, should not be so widened in meaning as to include those Native Christians who have entirely adopted European habits and modes of life, and who are therefore completely cut off from all association with their own countrymen.

As an instance of the working of the present rule, the President related the circumstances of a recent case in which it involved hardship. At the last Scholarship Examination for European schools, a Native boy was disqualified by birth for a scholarship which he had otherwise gained. He belongs to a family which has been Christian for two generations back. He has spoken English all his life, and has been brought up exactly like a European, in the European part of Calcutta, associating only with Europeans. His parents will not consent to send him to any but a Christian School, and there are no Schools for Native Christians of the same social standing. He is thus practically debarred from the educational privileges open to Natives, while the terms of Article 3 shut him out from those open to Europeans.

It was pointed out that in cases of this kind, not only does the boy lose the scholarship, but the school which he attends suffers also, as it can draw no grant on his account. [See Article 26, Note (1).]

While fully recognising the real hardship in such cases, we are not agreed as to the desirability of attempting to remove it by modifying the article. We desire, however, to draw the attention of Government to the difficulty, and to suggest that Local Governments may be permitted to make special arrangements for the admission of Native Christians to the benefits of the Code, if they desire to do so, under some such conditions as the following :—

(1) That they have adopted in every respect European habits and mode of life;

(2) That they habitually speak the English language at home;

(3) That they are recommended for the privilege by the Managers of a European school into which they have been admitted as scholars;

(4) That the Inspector, after any further inquiry that he may consider necessary, recommends their admission to the full benefits of the Code.

ARTICLE 4.—This article is an enlargement of Article 12 of the present Code. The word "Managers" as used in the Code is defined in this place so that the explanation may precede the use of the term.

ARTICLE 5.—In the corresponding article (4) of the present Code, maintenance grants alone are referred to, and the general conditions upon which these were to be given were stated. Building grants, which are not mentioned in the corresponding article of the present Code, have been included in the revised article, and we have made no reference to conditions, as these are fully specified afterwards.

ARTICLE 7.—A new clause (*c*) has been added to the original article (6), affirming the provisions, expressed or implied, of the present Code, that grants are not given on account of either non-Europeans, or of children under three years of age. Another new clause (*h*) has also been added, excluding private schools from the privilege of Government grants-in-aid. This question has been discussed in paragraph 5 of the Report.

ARTICLE 8.—A new clause (*f*) has been added to the original article (7), requiring the proposed annual expenditure to be stated when an application is made for a grant-in-aid. This information is required that the need for Government aid may be ascertained.

ARTICLE 9.—A certain portion of the old article (8) had to be omitted on account of the changes in the rules for the calculation of maintenance grants. (See Section II of Chapter II.)

It was thought desirable to add a new clause to this article providing that, when an application for grant-in-aid is rejected, the grounds of rejection shall be communicated to the managers.

ARTICLE 10.—This is a new article intended to guide the Inspector in determining the amount of the temporary grant to be awarded to schools newly brought under the Code, and in fixing the time when such schools should begin to receive grants under the ordinary rules.

ARTICLE 11.—A slight alteration has been made in the original article (9).

Article 10 of the present Code has been cancelled as unnecessary, since Article 14 of the Revised Code provides that none but efficient schools shall receive grants.

ARTICLE 13.—This is a new article intended to avoid any difficulty which might otherwise arise as to the interpretation of one or other of the articles of the Code.

Article 13 of the present Code has been cancelled as unnecessary.

ARTICLE 14.—A change has been made in the wording of the preamble, and alterations in and additions to the succeeding clauses have also been made as follows:—

Clause (*b*) has been remodelled and expanded in order to more clearly define what the conditions concerning school premises, buildings, boarding arrangements, furniture and apparatus must be, in order that they may be considered satisfactory. The note to Article 37 of the present Code has been inserted as Note 3 to this clause.

Clause (*c*), corresponding with clause (*d*) in the present Code, has been modified in accordance with the changes in the rules regarding teachers given in Chapter V.

Clause (*d*), corresponding with clause (*c*) in the present Code, has been enlarged so as to indicate that school time-tables must be approved by the Department, and that such approval shall apply to the subjects of study as well as to their arrangement. The last provision is desirable in order that the Inspector may have the power to prohibit the introduction into the school course of any subjects which the staff is not competent to teach.

Clause (*e*) is new, as are also the Notes 1, 2, and 3, which follow. The clause adds "satisfactory teaching" to the other conditions which schools must fulfil in order that they may earn grants. The three notes declare the procedure when an aided school fails to satisfy one or more of the conditions set forth in the article.

ARTICLE 15.—Clause (*d*) has been enlarged so as to indicate by whom the audit of the school accounts may be made. The new clause (*e*) has been added to emphasise the fact that Government aid is given on the condition of thorough inspection.

ARTICLE 16.—This article introduces an important change. In the corresponding article (16) of the present Code, the classification of schools as primary, middle, or high, depends solely upon what classes have, up to the time of classification, been taught in the school. The revised article makes classification dependent upon fitness; that is, upon the more or less advanced character of the instruction for which there is a real and permanent demand, upon the standard up to which the school staff is competent to teach, and upon the number of classes for which that staff is sufficient.

The requirements of the Primary, Middle, and High School Examinations, as detailed in Chapter VIII, have been adopted as the standards of education to be considered in applying the new rules for classifying schools.

ARTICLE 17.—This article concerns itself with the division of schools into sections—infant, primary, middle and high. The word "department" is used in the present Code to designate a division of a school, but, as this word is continually used throughout the Code in another sense, the word "section" has been substituted for it in the Revised Code. The Infant, Primary and Middle Sections defined in the revised article correspond exactly with the Infant, Primary and Middle Departments of the present Code; but the High Section is made more comprehensive than the High Department was. The High Section includes those scholars studying beyond Standard VII, not only for the High School Examination, as is the case with the High Department of the present Code, but also for such other examinations as may be specially recognised for this purpose by the Local Government. This widening of the studies permissible in High Sections is dealt with in paragraph 20 of this Report.

A new and most important rule is introduced at the end of the article. By it a scholar may not be promoted from the Primary to the Middle Section of a school, or from the Middle to the High Section, until he has passed, in one case the Primary, and in the other the Middle School Examination, unless in the opinion of the Inspector peculiar circumstances justify such promotion. The peculiar circumstances which the Committee had in view were the cases of boys who were quite fit for promotion, but were prevented from attending the examination from some unavoidable cause such as sickness; and also those exceptional cases where a boy's failure to pass might be due to his weakness in one subject only, and consequently, where he would benefit more by promotion than by being kept back. The main object of the new rule is to ensure thorough grounding before passing on to the more advanced work : but, incidentally, it will be useful in checking the not unnatural tendency to force on boys into classes for which they are unfitted, in order that they may earn the larger grant paid for scholars in the higher section.

ARTICLE 18.—This new article defines the standard up to which schools of each class may teach, and is intended to prevent teachers from attempting work for which they are unfitted, and to check the formation of additional classes where the teaching staff would be insufficient to conduct them properly.

In the second paragraph, provision is made for exceptions to the rule being allowed under special circumstances. In making this provision the Committee had in view such instances as (1) schools on behalf of which it is claimed that promotion to a higher class would be justified under the conditions laid down in Article 16, in which case the Inspector, before coming to a decision, might permit the higher work to be taught for a time as an experiment; and (2) schools in out-of-the-way places, where an occasional scholar might be permitted to be taught beyond the ordinary limits if the teacher was competent, and if it could be done without detriment to the teaching of the rest of the school.

ARTICLE 19.—This article has been modified on account of (1) the publication of an additional course B, in Schedule I, (2) the permission granted in Article 17 to substitute for the high school course the preparation for certain other examinations, and (3) the important variation from the ordinary course of instruction in schools for the the poor, provided for in Article 20.

ARTICLE 20.—This new article embodies our unanimous opinion that schools for the poor should be permitted, without a loss of grant, to vary from the ordinary course of instruction given in Schedule I, by substituting, for a part of the work therein specified, an approved course of training in one or more kinds of practical work. (See III, 3 and IV, 3.)

The concession is safeguarded by requiring, before any deviation from the ordinary course is made, that the approval of the Department shall be obtained both to the portion of the old course to be omitted, and to the details of the new course or courses to be substituted. We believe that this concession will enable the managers of the schools for the poor to provide a more suitable and serviceable education for the scholars concerned, than could possibly be given by rigidly adhering to any definite course that could be prescribed. The capabilities and the future needs of children attending different schools vary considerably, and the course of instruction ought to vary accordingly. (See also paragraphs 24—28 of this Report.)

ARTICLE 21.—This is simply a re-arrangement of the matter given in the original article for schools working under Course A of Schedule I.

ARTICLE 22.—This article is new, as it concerns schools following Course B; and in this case, provision is made for prohibiting the teaching of any or all of the optional subjects in schools where they are not likely to be properly taught, or where such teaching would prejudicially affect the teaching of the compulsory subjects.

ARTICLE 23.—This new article has been framed in accordance with the terms of the following resolution :—

That in the opinion of the Committee, the restriction now imposed upon Managers of schools, in the note to Article 18 and in Article 25 (a), with

regard to the classification of scholars, is no longer necessary; and that, subject to the control of the Inspector the Principal Teacher of a school shall be at liberty to place a scholar in different standards for different subjects. It shall, however, be in the power of any Local Government to place such restrictions upon the classification of scholars as it may think expedient. (VIII, 1.)

We thought it desirable that teachers should be granted a certain amount of freedom in classifying their scholars, instead of being bound down by the rigid rule now in force, according to which a scholar must be taught every subject in the same class. For average scholars, of course, the present rule is no hardship; but in nearly every class there are a few scholars who, although perhaps on a level with the rest in many subjects, are much ahead of or behind them in the remainder. During lessons in these subjects, scholars who are ahead of the class have little or no interest in what is going on, and so fall into inattentive and lazy habits, and waste their time. On the other hand, scholars behind the class must either be themselves neglected, or be the cause of the rest of the class being neglected, by taking up an undue amount of the teacher's time and attention. The new article is intended to remedy this state of things, by permitting boys to study each subject in that class for which they are best fitted. The application of the new rule will not result in a general shuffle of the boys amongst the classes at each change of lessons, as it is only in those subjects where previous knowledge is essential before taking each new step, such, for example, as Latin or Euclid, where a change of class would usually be of advantage. The article gives the Inspector power to control the re-classification, so that it shall not be carried out to an injudicious extent by inexperienced teachers. Power is also given to any Local Government, which may consider this change in the rules unsuited to the circumstances of the Province, to impose such general restrictions upon classification as it may think expedient. Freedom of classification is now permitted by the English Code, and it is believed to be even more necessary in India.

The important bearing of classification upon the amount of the grants under the new rules in Section II of Chapter II, necessitated the framing of a definite rule for determining to what particular class a scholar should be held to belong, who receives instruction in different subjects in different classes. A note has therefore been added to Article 22, stating that such scholar's name shall be entered in the lowest of those standards in which he may be placed for Reading, Arithmetic, and English Grammar and Analysis, this arrangement being considered by the Committee the best for the purpose.

ARTICLE 24.—The only important change introduced into this article is the provision that when two school meetings, occupying together not less than four hours of secular instruction, are held on the same day, the time may be distributed unequally between them, the only restriction being that the minimum time given to secular instruction at the shorter of the two shall be one hour. This modification of the original rule will permit an hour to be given to continuous religious instruction at an early morning meeting of two hours' duration, and will be greatly appreciated.

Clause (*c*) of the corresponding article (20) of the present Code has become a note to Article 26 in the Revised Code, that being a more appropriate place for it.

ARTICLE 25.—In the corresponding article (19) of the old Code, a school was required to hold 400 school meetings during the year, in order that the full grants under this section might be earned. In many schools, particularly those in the hills, this limit has been found difficult of attainment. In illustration of this, the boys at St. Paul's School, Darjeeling, attend two meetings a day for six days in the week throughout the whole of the school term, March to November, except for a few days at Easter and on incidental holidays. At the Darjeeling Girls' School a casual holiday has been unknown for months at a stretch. It is unlikely that the change will affect any schools except those where it has been found difficult to make up the full 400 meetings, for in other schools it has never been the practice to stop when they reach the limit, which clearly indicates the absence of any desire to be content with the minimum requirements of the Code

in this respect. The Committee were entirely agreed in accepting 380 meetings as a reasonable minimum, in place of the 400 meetings now required.

Note (1) declares that the school year shall ordinarily correspond with the calendar year. As annual examinations are now no longer necessarily held, and indeed will probably be largely discontinued, the old rule could no longer be retained. A great advantage will result from the school year being the same in different schools, as scholars who are transferred from one school to another will no longer find themselves placed in a class which has studied the year's course for a longer or shorter time than themselves.

Provision is made for the retention of the old rule, if thought expedient, in cases where an annual examination on a fixed date is still held.

Note (2) is new, and provides for the case where a grant has to be calculated under the new rules for a school which has not been under the Code for a full year.

ARTICLE 26.—This is a new article, the object of which is to obtain, for the calculation of grants, figures which will indicate as nearly as possible the normal daily attendance in the schools. This end is attained by calculating the average attendance at 350 of the best attended school meetings during the year, and thereby eliminating from the calculation those days of exceptionally low attendance which frequently occur in every school from bad weather, prevalent sickness, or other similar causes. The figures so obtained are termed in the revised rules "ordinary attendance." All the members approved of the new article except Messrs. Boutflower and Cope, who dissented on the ground that it would tend to diminish the interest of the teachers in securing as regular an attendance of scholars as possible. The members forming the majority maintained that this need not be feared, as the teachers could not afford to be lax in this respect at the beginning of the year, not knowing how the attendance might be affected during the year from causes beyond their control; and there would always, up to the end of the year, be a strong inducement to get as high an attendance as possible, in order to improve the average of the best 350 meetings.

Note (1) to this article gives the substance of clause (*c*) of Article 20 in the old Code, and it also explicitly provides for the exclusion of non-Europeans from all calculations of attendance.

Note (2).—We consider that necessary absence from school for any of the three purposes mentioned in the note ought not to affect the school grant. We have accordingly provided that attendances may be credited in these cases.

ARTCLES 27 to 34 embody the new rules for distributing grants-in-aid to day-schools, the principles of which are discussed in paragraphs 6 to 19 of this Report.

ARTICLE 36.—This article defines the conditions under which grants are made to night-schools. Clauses (*a*) and (*b*) are reproductions of Article 35 (*a*) and (*b*) of the old Code, except that the latter portion of Article 35 (*b*), not being required under the new grant-in-aid rules, has been omitted. Clause (*c*) of the new article provides for the adoption of any suitable graduated course of studies which may be approved by the Inspector.

ARTICLE 37 gives the scale for calculating maintenance grants to night-schools, corresponding in principle to those for calculating such grants to day-schools.

Section IV of Chapter II in the present Code, relating to grants to boarding schools, disappears in the Revised Code, certain portions of it having been cancelled, and the remainder transferred to other parts of the new Code as follows. Articles 36 and 37 have been cancelled. The note to Article 37 has become a note to Article 14 (*b*). The Article 38 has become Article 32, the maximum grant to each boarder being raised from Rs. 5 to Rs. 6, so as not to interfere with the present maximum in force in the North-Western Provinces, and the words "in the province" being inserted after "residing in places." Article 39, slightly modified, has become Article 31, the maximum of Rs. 5 being here also raised to Rs. 6 for the above-named reason.

ARTICLE 38.—This article and Note (1) thereto are reproductions of the old Article 40 and its note, slightly altered in form. The way in which the article affects schools for the poor has been already considered in paragraph 31. Note 2 was added to avoid inflicting hardship upon schools taught by members of religious orders who receive no fixed

salaries, by permitting, for the purpose of this article, an addition to be made, in the accounts of the income of the school, of a sum equivalent to the difference between the actual expenditure upon such teachers, and the amount which would fairly remunerate them at the current market rate. The sum thus added is to be entered below the balanced statement of actual income and expenditure.

ARTICLES 39 AND 40 are modified forms of Articles 41 and 42 of the old Code.

Article 43 of the old Code is cancelled, as scholars' registers are not required under the new grant-in-aid rules.

ARTICLE 42.—A slight alteration of the last sentence in the first paragraph of the old article (45) was necessitated, on account of the annual examination having been superseded by visits of inspection under the new rules for grant-in-aid. The first sentence in the second paragraph has been omitted, and a statement has been substituted defining the persons authorised to make entries in the log-book, in whose custody the book is to remain, and what persons have the right to inspect it.

ARTICLE 43.—This article provides for the distribution of the work among the school staff being recorded in the log-book, in addition to the information required by the original article.

ARTICLE 44.—The last sentence of the corresponding article (47) of the old Code has been omitted, as it is unnecessary for the Inspector to make an entry in the log-book every time he visits a school.

Chapter VI of the present Code (Scholarships) contains rules regarding both scholarships and the examinations upon the results of which they are awarded. It was decided (XIV, 3) that the rules regarding the examinations should be given in a separate chapter, which should also contain the rules for the High School Examination; and that the Primary Scholarship and Middle Scholarship Examinations should in future be styled Primary School and Middle School Examinations, the majority of the candidates attending them being ineligible for scholarships, and many of those who are eligible not being presented with any hope of gaining a scholarship. The results of the examinations will still be used for the award of scholarships, although that is no longer their chief purpose. The articles for the new chapter (Chapter VIII of the Revised Code—Primary, Middle, and High School Examinations) were discussed and approved at the fourteenth meeting of the Committee, and comprise Articles 98 to 106.

ARTICLE 98 defines the purpose of these examinations and their scope; and a note to the article calls attention to Article 17, in which it is specified that promotion from the primary and middle sections of a school to those above will ordinarily depend upon passing the Primary and the Middle School Examinations.

ARTICLE 99 deals with the times when and the places where the examinations shall be held. Under the new rule regarding the school-year given in Note 1 to Article 25, the school-year will usually be drawing to a close at the time fixed for these examinations.

ARTICLE 100 gives the substance of Article 105 of the present Code.

ARTICLES 101 TO 103 apply to examinations in those Provinces where Schedule I-A has been adopted.

ARTICLE 101 gives the substance of Article 106 of the present Code, and adds a reference to Schedule I-A for the subjects of the High School Examination.

ARTICLE 102 prescribes the marks which must be gained to pass the examinations. The rules regarding the Primary and the Middle School Examinations are those given in Article 107 (b) of the present Code, those regarding the High School Examination are new, as none are to be found in the present Code.

ARTICLE 103 gives the rules regarding the classification of the successful candidates found in Article 107 (c) and Article 29 of the present Code.

ARTICLES 104 TO 106 apply to examinations in those Provinces, where Schedule I-B has been prescribed.

ARTICLE 104 gives for each of the three examinations the subjects of examination and the conditions which must be fulfilled in order to pass. Among the

latter is the new regulation that, in the case of each optional subject taken up by a candidate, no marks will be counted unless at least 30 per cent. of the possible marks in that subject have been gained. The object of this rule is to discourage the teaching of a smattering in one or more of the optional subjects, in the hope that a few marks may be gained which will swell the total and so help towards gaining the minimum marks required for a pass. Under the new rule it will not be any advantage, but the reverse, to attempt the teaching of any subject if it is not taught well.

ARTICLE 105 deals with the additional subject for teachers, School Management and the Art of Teaching.

ARTICLE 106 gives the rules for classifying successful candidates. To encourage thoroughly good work, the article provides that candidates who gain 75 per cent. of the possible marks in any subject shall be gazetted as having gained honours in that subject.

The chief alterations made in the chapter on Scholarships are first, the transfer of all the matter referring to the Primary and Middle Scholarship Examinations to the new Chapter VIII above referred to, as already explained; and secondly, the provision made in Articles 107 to 109 for high scholarships in addition to middle and primary scholarships as at present. The question of awarding high scholarships is discussed in paragraph 57 of this Report.

ARTICLES 107 TO 109 are enlargements of the corresponding articles (102 to 104) of the present Code.

The substance of Articles 105, 106, and 107 of the present Code has been transferred to the new Chapter VIII as already explained. The last sentence of Article 107 (*b*) of the present Code has been cancelled. No candidate who failed to gain 33 per cent. of the marks in English and Arithmetic, or 45 per cent. of the aggregate marks, would have the slightest chance of gaining a scholarship; and therefore the rule is not required.

ARTICLE 110.—It is sometimes held that boys and girls do not compete for scholarships on equal terms; and the fact that girls have to spend a considerable time upon needlework, a subject which is not at present tested at the examination for scholarships, gives strong support to the assertion.

The question of introducing needlework into the Primary and the Middle School Examinations was discussed at some length by the Committee (XVI, 5), who were unanimously of opinion that its introduction would stimulate the teaching of the subject and would be welcomed by the schools. We were not agreed, however, as to the possibility of conducting the test fairly were it to be introduced, or as to the effect which the necessary restriction of the test to small samples of work would have upon the training of the girls in useful practical work. It was accordingly resolved :—

That the introduction of Needlework in the Primary and Middle School Examinations should be left to the discretion of Local Governments.

As a means of doing away with any unfair competition between boys and girls on account of needlework another plan suggested itself, namely, to divide the scholarships in a certain proportion between boys and girls. We have therefore provided in Article 110 that "it shall be open to the Local Government to allot a certain number of scholarships, before the examination, to boys and to girls respectively."

ARTICLE 111.—This article has been adopted from the Bengal notes to the present Code, where it appears as a note to Article 109.

Articles 114 and 115 varying from the corresponding articles (111 and 112) of the present Code, but are the same in effect.

The Schedules and the Appendix to the Code are, in the dual Code forwarded herewith, printed upon opposite pages (the present Code to the left, and the Revised Code to the right) and not in half-column like the body of the Code.

It was not thought necessary to reproduce Schedules II, III and IV of the present Code, dealing with "Standards of examination for Pupil Teachers," "Training Colleges—

Subjects of examination," and "Form of Scholar's Register," as these have been cancelled in the Revised Code. In the case of the Appendix also, only the revised Form of Trust Deed has been printed.

A. CROFT.

BROOK DEEDES.	R. CARTER.
W. N. BOUTFLOWER.	BROTHER FABIAN.
F. HADEN COPE.	H. A. BAMFORD.

CODE REVISION COMMITTEE.

FIRST MEETING, 20TH FEBRUARY, 1895. No. 37

Present :

SIR A. CROFT, K.C.I.E.	*President.*
Venerable Archdeacon BROOK DEEDES	*Members.*
W. N. BOUTFLOWER, ESQ.... ...	
F. HADEN COPE, ESQ.	
E. MARSDEN, ESQ.	
R. CARTER, ESQ.	
Rev. Brother FABIAN	
H. A. BAMFORD, ESQ.	

1. On the proposal of the President, and at the request of the members, Mr. Bamford undertook the duties of Secretary to the Committee.

2. The President proposed, and it was agreed, that the Committee should adopt the following method of procedure, *viz.* :—

First, to discuss the leading questions raised in the correspondence laid before the Committee, such as the following :—

(*a*) The changes proposed by Bengal regarding teachers' certificates.

(*b*) The system upon which grants to schools should be distributed—whether by results, or by the average attendance of scholars; and, in connection with this subject, the question of transferring to the body of the Code, with any necessary modifications, the Bengal Government rules now given as a note to Article 33.

(*c*) The proposed new course of studies (Schedule I-B) in connection with Article 33 of the Bengal Code.

(*d*) The provision of suitable means of education for poor Europeans and Eurasians, and the compulsory education of children of this class, referred to in the letter from the Punjab Government.

(*e*) The introduction and encouragement of technical instruction in schools; and in connection therewith, the question of encouraging the teaching of physical science and drawing.

Secondly, to consider the alterations already made in the Code by the various Local Governments, and to decide which, if any, should be placed in the body of the Code, or added to the notes.

Finally, to go through the whole Code, article by article, in order to ascertain what further changes were necessary or desirable.

3. It was arranged that for the present the Committee should sit daily from 10-15 A.M. to 2 P.M.

It appeared to be the general opinion of the members that the work of the Committee should be concluded, if possible, by the 9th March.

4. The Committee then proceeded to discus the Bengal Proposal regarding Teachers' certificates.

Mr. Boutflower considered that the proposals were valuable, but would like the proposed Ability Certificate to be in such a form that the progress of candidates in qualifying themselves according to the several requirements might be recorded at each stage.

Mr. Bamford did not think it desirable that the certificate should be issued to the candidates until they had fully qualified for it. Were the plan suggested by Mr. Boutflower to be carried out, managers of schools would certainly be confused between certficated teachers who had fully qualified for them, and others holding certificates for which they had only partially qualified. There would also be a risk of candidates taking no further trouble to fully qualify themselves after they had once received the certificate, even though the latter clearly showed that the holder had not qualified in certain respects.

Mr. Cope stated that the Punjab Government deprecated any change in the present rules; but remarked that he was not averse to the issue of certificates of a higher class in addition to those of the kind now given.

After some discussion the President pointed out that while there appeared to be a practical agreement in favour of introducing the proposed Ability Certificate, two courses were open to the Committee; either (1) to retain the present form of certificate and to issue the Ability Certificate in addition, or (2) to issue in future only the new Ability Certificate.

The discussion was then adjourned.

5. During the course of the above discussion, the Ven'ble Archdeacon Deedes referred to the need that existed for the establishment of Training Colleges, and this subject was commented upon by several members of the Committee. At the suggestion of the President, the question was deferred for future discussion.

SECOND MEETING, 21ST FEBRUARY, 1895.

Present:
All the Members.

1. The Minutes of the last meeting were read. It was decided that formal confirmation of them should be deferred until members should have had the opportunity of correcting press proofs.

2. The discussion on Teachers' certificates was renewed.

Mr. Bamford submitted a form for the proposed new "Ability Certificate" for the consideration of the Committee.

The President stated that, as the introduction of the new certificates was approved by the Committee, the question before them was whether it would be better to issue the new certificates as well as the old; or to issue the new ones only, and to discontinue the issue of the old.

Mr. Cope stated that the present system worked well in the Punjab, and that no change was desired by the Punjab Government.

After some remarks on this point, Mr. Boutflower said that he considered it unadvisable to have the two systems running side by side, and that he was not only in favour of ceasing to issue the old form of certificate, but that he would recall the old certificates and issue in place of them a license to teach. He considered Mr. Bamford's plan an excellent one, on the ground that it would stimulate teachers in the prosecution of their own studies, and would encourage them to improve the quality of their teaching.

Mr. Bamford did not approve of the recall of the old certificates, but would leave them for what they were worth in the possession of their holders.

In reply to an enquiry from the President, Brother Fabian said that in his opinion the new certificate would prove a stimulus to the teachers, and added that, from inquiries he had made, he did not think holders of the present certificates would resent the proposed change regarding them.

It was finally resolved :—

That the certificates required by Section IV of Chapter III of the Code be no longer issued, but that in their place licences to teach, in a form to be

hereafter prescribed, be issued to teachers accepted for that purpose by the Department; with the proviso that the present holders of certificates under that section be allowed to retain them.

It was also agreed that the form of the license to teach should be drawn up and submitted for approval on a later day.

Mr. Cope wished it to be put on record that he accepted the terms of the above resolution, subject to the reservation that the provisions of Article 72 of the present Code be retained.

It was then agreed that the new certificate should be styled "Certificate of Proficiency in the Art of Teaching."

It was accordingly resolved :—

That a Certificate of Proficiency in the Art of Teaching be issued to any licensed teacher who may satisfy certain conditions (to be hereafter settled) on the general lines of Mr. Bamford's proposals with that object.

3. The Bengal proposals concerning pupil-teachers were nextr ead, and considered with reference to the general principles involved.

The President suggested that the various points concerned should be discussed in the following order :—

(1) The provision to be made for the teaching and the training of pupil-teachers.

(2) The raising of the standard of education required from candidates for pupil-teacherships.

(3) The raising of the age-limit from 14 to 15 years of age.

Mr. Bamford said that, under the present rules, the pupil-teacher system was nothing more than a cheap method of staffing schools, without regard to efficiency. Young boys and girls fresh from the upper part of the school were placed in charge of classes, without any notion of how they ought to set about their work, and with very little advice about class-management, little, if any, instruction in the art of teaching, and practically no supervision of their work, the head teacher and the rest of the staff, even if capable of giving this help, being as a rule fully occupied in teaching their own classes.

One important object of the Bengal proposals was to secure the thorough training of pupil-teachers in their work as teachers, by disallowing their employment in schools whose circumstances do not permit of this being effectually carried out, and by laying down definite rules for their training in schools where they were permitted to be employed.

With regard to the pupil-teacher's own studies, the proposed rules aimed at their concentration upon a limited course, in order both to relieve the strain at present experienced, and to enable that limited range of subjects to be studied more thoroughly.

The Committee expressed their agreement regarding both the defects of the present system and the general outline of the proposed remedies; and it was resolved :—

That it is desirable to make definite provision for the instruction of pupil-teachers, and for training them in the art of teaching.

The proposal to raise the preliminary qualification for pupil-teacherships from Standard VI to that of the Middle School Examination was advocated on the ground that the latter examination, is the close of a definite stage in a scholar's career; and that this examination, being conducted by a Board of Examiners simultaneously for the whole Province, is likely to furnish a more satisfactory test of the qualifications of candidates than the briefer examination held by the Inspector on the occasion of his visit to a school. This is in cases where individual examination is still retained. Where it is no longer continued, the Middle School Examination affords the only means of testing the proficiency of candidates at or about that stage.

The Ven'ble Archdeacon Deedes supported the proposal to raise the age of candidates on the ground that the intellectual and moral development of children in India, and the growth of their faculty of observation, are slower and later than in England; and that few boys or girls under 15 are sufficiently advanced in character to exercise usefully the functions of a pupil-teacher.

Mr. Cope said that he feared they would, in the Punjab, find difficulties in the way of raising the age-limit and the preliminary qualifications of candidates.

After some further discussion it was resolved :—

That it is desirable to raise the preliminary qualifications and the age of candidates for pupil-teacherships, wherever the circumstances of the Province permit.

If, however, in the opinion of any Local Government, this resolution is not suited to the circumstances of the Province, it shall be within the competence of such Local Government to introduce into the articles, to be hereafter framed in accordance with the resolution, any modifications which they may think advisable.

4. The next point discussed was the revision of the system under which grants-in-aid are given to schools.

The President pointed out that the report of the Lucknow Diocesan Board of Education recommended that grants to schools should depend more largely upon average attendance than at present.

Mr. Boutflower remarked that, so far as he knew, the system of payment-by-results had been universally condemned, on the grounds that it discouraged the attainment of a high degree of excellence in scholarship, that it ignored the work done by teachers for dull and backward pupils, and that it put forward mediocrity in as large a number of subjects as possible as the highest goal of the teacher's efforts. It also involved the assumption that it was necessary to give doles of money to those who had undertaken to provide education for the poor, in order to induce them to do thoroughly the work which they had undertaken. The system which had been adopted in Bengal seemed to him the only one which was based on a sound principle. School-managers had undertaken a work which many considered to be the duty of the State, and which all admitted to be most desirable in the interests of the State, *viz.*, the education of poor European children. On this they expended much time, labour, and money; and it was reasonable that, so long as they discharged that duty to the best of their ability, they should be entitled to Government aid in return for such expenditure. Failure at a single examination did not necessarily prove bad teaching; failure at a series of examination might be held to prove this, and to furnish a good ground for striking a school off the aided list. But it did not follow that such a school required less assistance from the Government; the true inference might be just the reverse.

At the same time he thought that persons who were able to pay for the whole cost of their children's education were making use of aided schools in increasing numbers, especially at hill stations; and he suggested the insertion of a clause to the effect that these grants were liable to reduction in the case of children whose parents or guardians were able to pay for their education, or whose domicile was without the Province.

The Committee declined to adopt the last suggestion on the ground that such cases were likely to be few in number, and that they could be dealt with by Local Governments under Article 42 of the present Code.

Mr. Cope, while objecting to the system under which grants are at present awarded in the Punjab, and while fully admitting the soundness of the principle upon which they are awarded in Bengal, thought that it was desirable to allow an alternative method, which should afford a means of passing from one to the other without serious disturbance of existing rates of aid. The rates of instruction grants are fifty per cent. higher in the Punjab than were those formerly current in Bengal, and therefore any change caused by the adoption of the plan recently adopted by the latter Province would produce a greater variation in the Punjab than it did in Bengal. Also, under the present Punjab system some schools, especially those with very strong staffs, have taken up more Class and Special subjects than others, and have therefore earned instruction grants at a considerably higher rate for each child. Without entering upon a discussion on the very open question whether or not it is desirable that such a state of things should exist, the fact remains that the substitution of a uniform grant per unit of average of attendance for the grants at present earned would seriously affect different schools in different ways, in some cases

increasing the grants and in some diminishing them. He therefore proposed, with the permission of the Committee, to put forward a scheme which he hoped would be intermediate between the Punjab, or present Code, and the Bengal system, and might pave the way for the adoption of the latter at a future date by those Provinces which did not feel that they could do this at once without more or less dislocating existing arrangements.

Mr. Marsden said that he was very strongly opposed to the system of grants on the results of the examination of pupils individually or collectively. He had had very long experience of the system as worked in the Madras Presidency, and knew of scarcely any argument in its favour. It was one of the first principles of education that the dullest and most backward boys in a class should receive the greatest care and attention from the teacher. But in schools worked on the result system these boys were too often utterly neglected, the whole time and attention of the teachers being given to those boys only who were most likely to earn grants. It was almost impossible for really good work to be done under this system. As for education in the proper sense of the term, it was altogether out of the question. The mind of the teacher, if it was to attend properly to the work before him, should be free from care. How could a man teach when he was harassed by the apprehension that his very means of living would be seriously affected by the failure of his pupils? In the final feverish preparation for the annual examination, the evils caused by the system were intensified, and nothing was done but "cram" pure and simple. There were numerous other objections which were well known to everybody who had any practical acquaintance with the result-grant system.

The Bengal system, of estimating the grants to schools chiefly on the attendance, was no doubt a great improvement on the other. But he considered that what was known as the "lump grant" system was, on the whole, best suited to European Schools.

This system was recognised by Article 33 of the Code of 1889. Under this article all the schools in the Civil and Military Station of Bangalore had been worked for many years. In Bangalore there were two Colleges, five High Schools, and a good many Middle and Primary Schools. To each school a lump grant was given, paid monthly. The amounts varied from Rs. 700 per mensem to Rs. 20. In addition, special grants were given for the purchase or repair of buildings, furniture and apparatus. The grants were fixed by Government on the report of the Educational Inspector. They remained the same from year to year, unless there were very good reasons for altering them. Applications from new schools for grants were decided on the merits of each, after a careful consideration of the educational needs of the locality, the standard of the school, the class of pupils in attendance, the income of the school, and the Government funds available. The general principle was of course followed, that the grant from Government should not exceed the income of the school from other sources. This system was simple in the extreme. It was much liked by Managers, it was accepted by the Education Department and approved of by the Local Government. All the detailed and laborious calculations regarding result grants, the statements of attendance, the checking of registers, the fines for errors in registers, the inquisitorial inspection of accounts, which are necessitated by the result-grant system, were avoided. The Inspector's visit was looked forward to with pleasure. He was welcomed as a kind and sympathetic friend, not as a stern inquisitor, the result of whose visit might be a serious diminution in the means of livelihood of the teachers, due often to causes over which they had no control and were not responsible. Managers liked the system, because it gave them a fixed and not a fluctuating income. It simplified their estimates and accounts. They were able to get a better class of teachers, as they were in a position to offer them fixed and permanent salaries, which they could not do if they were left in doubt as to the income of the school from the Government grant. For these reasons Mr. Marsden trusted that the lump grant system, as recognised in Article 33, might continue to be recognised, although in some Provinces the Bengal system might be considered to be more suitable to the circumstances of schools.

After further consideration of these points, it was resolved :—

That the present system, under which grants are given on the results of the individual examination of scholars, be abrogated; and that the Committee are unanimous in approving the principle of the system followed in Lower

Bengal, under which grants to schools declared efficient are given almost exclusively on the attendance and the classification of scholars, and are in no way determined by individual examination.

If, however, in the opinion of any Local Government the time has not arrived for the introduction of the system we advocate, it shall be open to such Local Government to adopt either the system of fixed grants described in Article 33 of the Code of 1889, or, alternatively, a system under which the grant shall be settled for a term of years, based partly upon attendance and partly upon the individual examination of scholars, subject to the proviso that the grant may be reduced during the currency of the term, after due notice given to the Managers, if the Inspector finds that the efficiency of the school has diminished; that at the end of the term the grant shall be revised, the amount of the grant for the new term being settled by the Inspector's estimate of the efficiency of the school, as determined by his periodical inspections, subject, in this case, to the condition that if the school is dissatisfied with the amount of the new award, it shall be entitled to claim a re-examination of the school by the individual method, and a re-adjustment of the grant in accordance with the results of such examination.

Mr. Cope was then requested to draw up, for the consideration of the Committee, articles embodying the scheme proposed by him for the distribution of grants.

5. At the suggestion of the President, it was arranged that the first subject for discussion on the following day should be "The education of the poor."

THIRD MEETING, 22ND FEBRUARY, 1895.

Present:

All the Members.

1. The Minutes of the previous day's proceedings were read.

2. The President pointed out that it was desirable that the Minutes for each day should contain a full statement of the arguments used in reference to all the points discussed; and he suggested that each Member concerned should draw up a statement of the views he had urged and the reasons by which he had supported them for insertion in the Minutes while in proof, and before their final confirmation.

3. The Committee then discussed the question whether sufficient and suitable provision was made for the education of poor European and Eurasian children.

The President read from the report of the Calcutta Pauperism Committee the portions which referred to that subject, and which were the means of bringing the question to the notice of the Government of India.

Mr. Boutflower gave a detailed account showing that at the present time adequate provision had not been made in the North-Western Provinces for the education of poor European and Eurasian children. He considered that boarding schools for these classes ought to be established in the towns; and, as a means of strengthening and improving the character of the children therein, he would have the scholars kept under what might be described as a modified form of military discipline. He also desired that special grants should be given to institutions of this class for the encouragement of training in such subjects as would tend to impart manual aptitude, provided they had educational value; by which he meant, that they admitted of a graduated series of exercises and were calculated to develope moral qualities, such as industry and patience in the scholar; he mentioned gymnastics, drawing, carpentry and modelling as such subjects; and he would like to exclude the operation of Article 40 in reducing grants to such schools.

The President pointed out that the Government might demur to the exclusion of Article 40, which stated a principle of general application, namely, that the amount of the grant-in-aid should not exceed the contributions from private sources. The retention of this Article would be regarded as a safeguard against excessive claims on the Government; while special cases of difficulty were sufficiently met by Article 32.

The President also suggested the award of special grants towards the purchase of appliances needful for games, such as cricketing gear.

Mr. Cope, in reference to Mr. Boutflower's remarks, pointed out that, under the note to Article 32, Article 40 did not affect special grants. Dealing further with the topics introduced by Mr. Boutflower, he said it was most essential to know what employments were open to European and Eurasian boys. It was no use training them to compete with native artisans. He would lay special stress on the teaching of drawing, especially from models, as being likely to be of service in after-life. To attempt to teach boys handicraft in the hope that they might live by it afterwards was useless. He considered that technical instruction would be best dealt with in night schools, and that it would be undesirable to establish industrial schools.

The President pointed out the advantages which would result from the introduction into schools of carpentry or smith's work, in addition to drawing and modelling. The training that he proposed was not intended to fit boys to earn a living in those callings, but rather to enable them to acquire rudimentary skill in the use of tools, and thus to save time which would otherwise be wasted in the case of boys joining such institutions as the Civil Engineering College at Sibpur. Whatever time was thus saved for manual work at the beginning of the course would be added on at the end, when it would be much more valuable to them. In answer to an inquiry, he defined the term "technical education," in the sense in which he now used it, as "an education such as to give a boy a favourable start in any industrial occupation to which he might afterwards turn his hand."

The Ven'ble Archdeacon Deedes gave an interesting account of the Free Boarding Schools at Allahabad, of which he had been a Manager; and he explained that the system adopted was to divide the children, after passing Standard IV, into two classes. Those who showed such intellectual capacity as to be likely to take a higher position in life as the result of a higher education, were admitted as day scholars of the High Schools, remaining boarders of the Free Schools, and receiving out of school hours additional instruction in short-hand and type-writing: the remaining children devoted more of their time—the boys to various kinds of manual work, the girls to household work, receiving also further instruction in such subjects as would be most practically useful to them, without closely following the schedule of the Code. He thought that provision should be made in the Code to allow of grants being received for children in such schools who came under the second category. Also that for Boys' Schools of this class a special grant for drill sergeants would be very valuable, to allow of the introduction of such a *quasi*-military discipline as exists, *e. g.*, in the Lawrence Military Asylums. Apart from this, he considered that the schools in the North-Western Provinces had been liberally dealt with, in illustration of which he mentioned the generous grants which had been made towards buildings, furniture and school apparatus. As to exemption from Article 40, the Ven'ble Archdeacon thought that schools of this class would never be likely to have their grants reduced under that article for the want of outside support, and he was therefore in favour of its retention.

Mr. Bamford suggested that schools for the poor working under the new grant-in-aid rules should be permitted to vary from the ordinary course on approved lines, and that in these cases the full grant which they would ordinarily have earned should be given. In schools receiving result grants, a special grant might be given which would make up for the loss they would otherwise suffer.

At this stage Brother Fabian pointed out, in reference to St. Joseph's School in Bow Bazar, Calcutta, a means by which in that particular instance Government might greatly assist and encourage drill, physical training, etc., namely, by enabling the Managers to acquire adjoining property, by compulsory powers, for the purpose of extending the play-ground, which is at present far too small for their requirements.

The President said that there might be some legal difficulty in doing this, as it was doubtful whether an acquisition of land for private schools could be considered as having been made "for a public purpose."

It was then resolved :—

That the Committee recommend, as one of the best means of educating poor European and Eurasian children, the establishment of boarding schools in

which they would be at all times under close and careful supervision, and as far removed as possible from contact with native servants.

4. A general discussion then followed as to the most suitable form of education in schools for the poor.

Mr. Boutflower strongly urged that special grants should be given for particular subjects or purposes; and, as illustrations, he enumerated the following as deserving of such encouragement :—

(1) Drawing.

(2) Apparatus for the teaching of Physical Science.

(3) Instructors for drill and gymnastics.

(4) Carpentry, modelling.

Mr. Cope suggested that a special grant should be given for object-lessons leading up to Physical Science.

After some discussion, the following resolutions were agreed upon :—

That the best means of promoting the education of the poor is to give additional grants to schools, where in the opinion of the Department necessary for instruction in special subjects of a practical character likely to improve the position of the scholars in after-life.

That in accordance with the foregoing resolution, grants may, where necessary, be made to schools for instruction in—

Drill and gymnastics.

Drawing.

Object-lessons leading up to elementary instruction in Physical Science.

(For girls) Household duties ;

and in such subjects as the following :—

Short-hand and type-writing.

Modelling in clay.

Carpentry.

Blacksmith's work.

Such grants may include grants for apparatus.

That, in recommending the foregoing grants, the Committee have in view the educational value of instruction of the kind specified, both in cultivating the faculty of observation and in promoting aptitude for industrial occupations; but they are of opinion that it is neither possible nor desirable to introduce into schools the teaching of special trades as means of livelihood.

5. The discussion was then confined to the question of compulsory education, and it was eventually resolved :—

That in the opinion of the Committee it is unnecessary to recommend that any steps be taken to enforce the attendance of children at school.

FOURTH MEETING, 23RD FEBRUARY, 1895.

Present:

All the Members.

1. The Minutes of the last meeting were read.

2. A letter was read from Mr. Hall, member of the Cambridge Short-hand Society, regarding the teaching of short-hand in Aided Schools.

3. Mr. Bamford repeated a suggestion previously made, to the effect that provision should be made in the Code whereby schools for the poor might, with the sanction of the Department, substitute an approved course of training in various kinds of useful practical work for one or more of the subjects specified in Schedule I, without loss of grant.

Mr. Boutflower approved of the principle, but thought that a detailed curriculum of the various courses which might be thus substituted should appear in the Code.

The Ven'ble Archdeacon Deedes and Mr. Bamford said it would be unadvisable to attempt this, as it would be impossible to draw up a curriculum wide enough to meet all cases.

The President proposed the following resolution embodying the principle of Mr. Bamford's suggestion, and this was adopted :—

*That it is desirable that provision should be made in the Code for a variation, with the sanction of the Department, from the ordinary course of instruction in the case of schools for the poor, by the substitution, for one or more of the subjects specified in Schedule I, of training in various kinds of useful practical work without loss of grant, the course of study being previously approved by the Department.**

4. Mr. Boutflower said he would like to add "the maintenance of bands in large schools" to the list of objects deserving special grants which he had mentioned on the previous day.

The Ven'ble Archdeacon Deedes proposed the addition of "telegraphy;" but Mr. Cope thought that this was not desirable because, though it is true that boys who take up the subject in the Punjab now readily obtain employment, yet the number of vacancies in the Telegraph Department is strictly limited, and, if telegraphy were introduced as a subject of instruction in many schools, it would almost inevitably happen that the supply of boys ready to join the Telegraph Department would soon far exceed the demand.

Mr. Boutflower again urged the desirability of clearly defining in the Code the courses for which special grants were recommended by the Committee. Messrs. Cope and Bamford again strongly objected. Mr. Cope maintained that if any deviation from the scheduled courses was to be allowed, it was desirable that the greatest possible amount of freedom should be permitted so that these alternative courses might be framed with reference to the particular aims or requirements of the different schools, and to the special aptitude of particular teachers in certain directions or courses of study. He thought that it would be sufficient if the intended courses were submitted to the Inspector, and that officer approved of them as being progressive towards a definite object, suitable in scope and design, and containing a sufficient amount of work.

It was eventually agreed that it would be desirable to give, in the report of the Committee to Government, a general idea of the character and extent of one or more of the courses referred to, but that such details need not appear in the Code.

The Ven'ble Archdeacon Deedes enquired whether any members of the Committee had had sufficient experience of the Slöjd system of manual training to be able to say whether it might with advantage be introduced into India. The President remarked that it had been introduced into the primary schools of the Central Provinces, at first as a compulsory subject, but latterly—when it was found that the masters were not generally competent to teach it, and that in fact it made the schools unpopular—as an optional subject (Mr. Nash's Quinquennial Review, page 236). Mr. Cope thought that the want of teachers, specially trained in the work, would prevent its introduction. Mr. Bamford remarked that the same difficulty was experienced in Bengal with regard to Kindergarten teaching. This had been attempted in two or three schools, but in every instance the main object of the lessons, the training of the observing faculties, had been lost sight of; the "gifts" had become mere toys, and the teacher did for the children what they should have been led to do for themselves. Mr. Cope said that this tallied with his experience in the Punjab, where the tendency had been, wherever teaching on Kindergarten principles had been attempted, for the teacher to "tell" rather than to "question out," to "show" rather than to "induce to attempt." The subject then dropped.

5. Brother Fabian proposed the following resolution, which was unanimously agreed to :—

That in consideration of the difficulties arising, especially in crowded neighbourhoods, from the want of land required for the extension of schools and of play-grounds, it is desirable in the opinion of the Committee that the right of Government to acquire land for public purposes should be extended so as to include the acquisition of plots of ground, to be afterwards transferred on suitable terms to the schools concerned.

6. Mr. Marsden wished to know whether the Committee could offer any suggestion on the means of providing, for the higher class of European children, schools

* (See Article 17 A: Thirteenth meeting, Paragraph 2.)

corresponding to public schools in England; with classical and modern sides, in which proper provision would be made for preparing boys for the Civil and Military Services, and for the Universities.

The Committee were of opinion that the provision of schools of this description must be left to private enterprise, and that the question was not one that it was necessary to discuss.

7. Mr. Cope inquired whether the introduction of the Bengal rules regarding grants-in-aid had reduced the number of subjects taught, to which Mr. Bamford replied that it had not had this effect in any school. Mr. Bamford further remarked that while competition between the schools and the retention of the Primary, Middle, and High School Examinations would, to a considerable extent, explain this, subjects like singing and drawing were still taught as largely as before, although outside the influence of the above causes.

8. Mr. Cope asked to what extent the amount of the grants had been affected by the introduction of the new system in Bengal, and was referred to Mr. Bamford's letter recommending the new rules, which contains a table giving full information on the subject.

9. Mr. Boutflower proposed that the Committee should record some expression of opinion regarding the reduction of grants to poor schools under Article 40 of the Code, and mentioned a case in which a free school had had its grant reduced by about one half under this article. It had been affirmed, as a general principle without any limitation, that it was desirable that poor European and Eurasian children in India should be educated. But this article, in the absence of any compensating clause, added the qualification "provided other persons are willing to bear half the cost." It invited school managers to drive away poor children from their doors by making it uncertain whether any grant would be given for their education, while grants for children in better circumstances were guaranteed by the payment of a sufficiently high fee. He thought it very hard on the poor, and he might add very improper, that the education of their children should be absolutely dependent on the generosity of the rich.

Mr. Bamford suggested the addition of a note to Article 40, stating that a special grant should be given in cases where reductions under this article would involve hardship. Mr. Boutflower approved. Mr. Cope strongly objected, on the ground that every school affected by the article would plead hardship. It was decided that a reference to the difficulty should be made in the Report.

10. The President suggested for consideration the desirability of substituting the words "half the expenditure" for the words "the income of the school from all sources other than the grant" in Article 40. Mr. Bamford thought the alteration should be made. Money could not be spent until it was received; but it did not follow, nor was it always desirable, that what was received was spent. What was of importance for Government to know, before giving a grant, was the amount of money being spent upon the school. Mr. Cope said that the change might lead to improper distribution of the tuitional and boarding expenses in boarding schools. The general sense of the Committee seemed to be in favour of the retention of the article in its present form.

11. Copies of Mr. Slater's "Note on the introduction of industrial classes in European schools in Bengal" were distributed for the consideration of the members.

12. Forms of teachers' certificates and licenses were provisionally approved for the press.

13. The Committee then discussed the causes why the High School course is not more generally taught in High Schools for boys, in preference to the Entrance Examination. It was generally conceded that this want of popularity was due to its being more difficult than the Entrance Examination; to not being well known, particularly in commercial circles, and the High School certificate being therefore of little use to boys applying for a situation; to not being in all cases accepted as equivalent to the Calcutta Entrance certificate, *e. g.*, in the case of boys proceeding to Edinburgh to study medicine; and, what is really but the natural result of the above, to the prejudice of parents in favour of the Entrance Examination.

It was thought desirable that Government should be addressed on the subject of obtaining recognition for the High School Examination in Great Britain in all cases where the Entrance Examination is now recognised; and that a certain proportion of the scholarships now awarded on the Entrance Examination results should be transferred to those of the High School Examination, the Entrance Examination scholarships being given to Natives only, and the High School scholarships to Europeans and Eurasians only. In the course of the discussion the President pointed out the effect on European candidates of the rule requiring that scholarships awarded on the results of the Entrance Examination should be confined to candidates who could read and write one of the Indian vernaculars with facility.

14. The question as to what instruction should be recognised as constituting High School work within the meaning of the Code was next discussed; and in the end it was resolved:—

That in the High section of a school may be included, for the purposes of Article 16, scholars reading beyond Standard VII for the High School Examination, the Matriculation Examination of the London or any British University, the Entrance Examination of any Indian University, the examination for admission to an Engineering College or to the Forest School at Dehra Dun, any examination which may be prescribed by the Government for admission to the Imperial or Provincial Service, or any other examination which, in the opinion of the Local Government, may deserve to be so recognised; and that the examinations recognised for this purpose by any Local Government should be specified in a note to Article 16 of the Provincial Code.

15. Mr. Cope laid before the Committee the following draft articles, which he had prepared with the object of giving effect to the second of the two alternative schemes of aid referred to in the second clause of the resolution in paragraph 4 of the Proceedings of the 21st February.

" ARTICLE 20 (A).—Grants-in-aid will be fixed according to the following rules:—

" *(a)* Every school may claim to be examined for grants, by the individual examination of its scholars once in every four years, in the method and under the conditions laid down in Articles 21 to 27, and subject to the provisions of section V of this Chapter.

" *(b)* When a school is thus examined, the grant for each of the three years next succeeding will be determined as follows:—The grants earned by the individual methods being first taken: to the total instruction grant earned in any department will be added a portion of the grants earned by the school under Articles 21 and 22, bearing the same proportion to the total grant earned under these two articles as the number of scholars in average attendance in this department in the past school year bears to the total number in average attendance in the whole school. The total sum, thus arrived at, will be divided by the number of scholars in the department who were eligible for and earned the instruction grant, and the figure thus arrived at will represent the sum which the Managers may claim in each of the following years per unit of average attendance in that department, subject to the restrictions laid down in the other clauses of this article and the general conditions of the Code.

" Example:—

A school with 100 scholars in average attendance earns Rs. 600 under Articles 21 and 22. In the middle department there are 25 children in average attendance, and 20 children who have put in the necessary number of attendances for instruction grants. These children earn an instruction grant of Rs. 500.

The grant-unit for the middle department would be obtained as follows:—The share of the grants under Articles 21 and 22 due to this department would be Rs. $600 \div 4 = 150$.

The total amount earned by the department would therefore be Rs. $150 + 500 = 650$.

This sum would be divided by the number of children who had put in the necessary attendances, so that Rs.650 ÷ 20 = Rs. 32-8-0 would be the grant-unit for the next three years.

"*(c)* If in the opinion of the Inspector, the efficiency of a school has decreased during the currency of one of these quadrennial terms, he may at any time elect to examine the school at his annual inspection by the individual method and to re-adjust the grant-unit accordingly, provided that he gives the Managers six weeks' notice of his intention.

"*(d)* When the term of four years has ended, the Inspector shall have the power to re-adjust the grant-unit on the opinion he has formed of the work and efficiency of the school at his various visits, provided that, if the Managers are not satisfied with his re-adjustment, they can demand to have the school examined by the individual method, and the grants calculated on its results, if they give notice, immediately on hearing the Inspector's award, of their desire that this should be done.

"*(e)* For convenience of administration, the whole number of European schools receiving grants-in-aid in any Province shall be divided into four blocks; one block to be examined in each year by the individual method, and the grants for the three years next following that in which the individual examination has been held being determined in the manner explained in the previous clauses of this article. The grants for such schools as do not come up for individual examination in the first year after the introduction of this rule shall be calculated by taking the grants earned at the last annual inspection, and determining the grant-unit from them in precisely the same manner as has been laid down for the schools which will be examined individually in the first year.

"*(f)* If a school is put on the list for a grant-in-aid for the first time, or after a lapse of years, it shall be examined for the first three years by the individual method, or for a shorter period if the Inspector is of opinion that it is firmly established; provided that if the Managers prefer it they may claim to have it examined by the individual method for each of the first three years after it has been brought on the grant-in-aid list, in which case its grant will be determined each year by such examination.

"*(g)* If in the opinion of the Inspector it is desirable, for any reason not stated above, that the school should be examined by the individual method, he is at liberty to do so by giving due notice (six weeks) to the Managers.

"*(h)* In forming an opinion of the efficiency of a school, the number of the scholars presented and passing at the different standard examinations—bearing in mind, of course, the numbers in the school—will be taken into consideration; but the efficiency of the school will be *mainly judged* by the character of the instruction imparted and by the moral tone and discipline, and also by the knowledge of the scholars in the elementary subjects and the manner in which object lessons are taught to the children of the primary department. If a large number of subjects are taken up, and these on the whole not thoroughly taught, the school will not be considered efficient.

" Article 21, as at present.
" Article 23, ditto.
" Article 24, ditto.
" Article 25, omit *(b)* and *(c)*."

FIFTH MEETING, 25TH FEBRUARY, 1895.

Present:

All the Members.

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1. The Minutes of the last meeting were sent to the press.

2. Press proofs of the Minutes of the second and third days' Proceedings, and of the forms for the "Certificate of Proficiency" and the "Letter of Recognition," were revised.

3. A letter to the President from Mr. W. H. Ryland, President of the Eurasian and Anglo-Indian Association, regarding certain points connected with the High School and Entrance Examinations, was read. The Secretary was instructed to reply.

4. The desirability of encouraging High Schools to prepare their boys for the High School rather than the Entrance Examination was next discussed; and it was resolved:—

That it is desirable to afford encouragement to High Schools to take up the High School course under the Code rather than the Entrance Course of an Indian University; and with that view to revise Schedule I-A of the Code, in order to remove certain objections which have been found to prevent schools from adopting the High School course.

5. The President pointed out the desirability of obtaining recognition of the High School Examination by all bodies in Great Britain which now recognise the Entrance Examination; and it was resolved:—

That, in the opinion of the Committee, it is desirable that the Secretary of State should be moved, through the Government of India, to address the governing bodies of those Institutions which at present accept, for certain purposes, the Entrance Examination certificates of an Indian University, with the object of inducing them to accept, for the same purposes, the High School certificates issued by the Education Departments of those Provinces in which the Universities have recognised or may hereafter recognise them as equivalent to the Entrance Examination certificates.

6. The Committee were further of opinion that a strong inducement would be offered to both scholars and schools to take up the High School course, if it were made clear that some tangible advantage would thereby result to candidates for admission to the Public Service; and it was accordingly resolved:—

That, in the opinion of the Committee, more complete effect should be given to the repeated declaration of Government that preference would be given to the High School certificate over the Entrance Examination certificate, as a qualification for admission to the Public Service.

7. In order to facilitate and thereby to improve the teaching in the High Section of schools which train candidates for the various departmental examinations, for which separate classes have now to be maintained, it was urged that in those subjects which are common to all such examinations, one examination should serve for all Departments. It was brought to the notice of the Committee that in a single High School in Lower Bengal, quite apart from candidates reading for the examinations of the Calcutta University, no fewer than ten preparatory classes, chiefly for different departments of the Public Service, were being taught at the same time. The intending candidates were of the same social class and the same educational status; but, in order to meet their various requirements, they had to be split up into small classes of two or three pupils each, reading courses of much the same difficulty but differing in character. In this way a very severe strain was put upon the teaching staff. It appeared to the Committee that, if it were found possible to hold a common examination in general subjects at the same time for all Departments, with special papers in the different subjects required by particular Departments, it would not only be an incalculable boon to High Schools and their scholars, but would save much trouble and expense to the Government. It was therefore resolved:—

That Government be requested to take steps to secure, as far as possible, uniformity in the conditions of admission to the different Departments of the Public Service, by prescribing a common examination in all subjects, except those specially required for particular Departments.

8. As a further means of encouraging the adoption of the High School in preference to the Entrance course, it was suggested that a certain proportion of the Government scholarships now awarded on the results of the Entrance Examination should be given on those of the High School Examination; and it was resolved:—

That a certain proportion of the scholarships now awarded by the Local Governments on the results of the Entrance Examination be reserved for candidates passing the High School Examination; such proportion to be determined by each Local Government.

That scholarships so reserved for European scholars should be tenable, not only by students reading for the University Examination, but by students pursuing a recognised course of study in any Institution within the province approved for this purpose by the Local Government.

9. Mr. Cope's alternative scheme for the distribution of grants was then brought forward, but it was agreed to have it printed before discussing it.

10. Mr. Boutflower asked the opinion of the Committee as to whether they saw any objection, where it was practicable, to the Inspector combining part of his examination with the annual examinations of the schools held by their own Head Masters and Mistresses just before the Christmas vacation. He thought that this plan would be welcomed by many Managers, who would be glad to know how their schools stood in comparison with others, and by a large number of parents, who wished their children to be examined by the Inspector. He would ask two or three experienced Head Masters to join him in such an examination; but he would not make it obligatory on any school that wished to hold aloof. He had been asked by his Director to lay the proposal before the Committee. He saw no objection to it, as long as the examination was used only as a means of judging of the efficiency of the school, and not as a basis for the determination of the grant.

Mr. Marsden stated that in the Civil and Military Station of Bangalore, in which there were a good many schools, the system referred to by Mr. Boutflower had been followed for several years. There was a simultaneous examination in Standards V and VI in all European aided schools at the end of the school year, just before the schools closed for the Christmas holidays. The examination was by printed papers and was held at four centres, the cost of printing, stationery, etc., being divided between the schools, in proportion to the number of candidates from each, and paid from contingencies. The Inspector set all the papers himself, and valued them with the help of his Assistant. On the last occasion some help had been given by the Head Master of a Government school unconnected with the schools concerned. On the result of these examinations, certificates were issued which were very highly valued by Managers, Head Masters and parents, and were given to the successful candidates as rewards at the annual distribution of prizes. Also, in nearly every school pupils were promoted on the results of these examinations. The papers were valued during the holidays, and the results announced when the schools re-opened about the third week in January. This examination was not in supersession of the annual inspection of each school. The latter was held in the months of June, July and August, and during it the pupils in other classes were examined by sample, both *vivâ voce* and by papers.

Mr. Cope and Mr. Bamford altogether disapproved of the proposal, on the ground that the time which the Inspector would thus have to devote to examinations, might be much more profitably spent in inspecting the working of the schools. They were also strongly of opinion that any examination of the kind described would be quite impracticable in the Punjab or Bengal, where the schools were scattered over a wide area.

The Ven'ble Archdeacon Deedes said that it would be impossible to hold a simultaneous examination in the North-Western Provinces at a time which should be convenient both for schools in the hills and for schools in the plains.

The President pointed out that the idea was altogether opposed to the principle which had been accepted by the Committee, that the work of the schools could be much more efficiently supervised by inspection visits than by the individual examination of scholars.

Mr. Boutflower replied that this examination was intended to be supplementary to, and not to take the place of, an inspection visit, and that he could not inspect schools at a time of the year when they were closed.

The matter then dropped.

SIXTH MEETING, 26TH FEBRUARY, 1895.

Present:

All the Members.

1. The Ven'ble Archdeacon Deedes invited the attention of the Committee to the terms on which the British Medical Council admits boys to registration as Medical or Dental students. The Entrance examinations of the Calcutta, Allahabad and Punjab Universities are accepted as equivalent to the special examination prescribed by the Council, provided that certain named subjects are all passed at one time. One of these subjects (Logic) is not included in the Entrance course of either the Calcutta or the Allahabad University, and therefore the concession made by the British Medical Council is fruitless. In July last the Allahabad University was asked to take steps to have this defect remedied, and a reply was received that the Medical Council were being communicated with upon the subject. In the October report of the Medical Council, however, it is stated, in reference to the rule concerned, "No University has objected."

Consideration of the subject was deferred until the fuller information which it was decided to send for could be obtained.

2. The Committee then began to discuss the articles of the Code with a view to their revision where necessary.

ARTICLES 1 AND 2 were passed in their present form.

ARTICLE 3.—The Committee discussed the question whether Native Christians who have broken with their own countrymen, and entirely adopted European habits and modes of life, should be admitted to the full privileges of the Code. It was pointed out that in some cases real hardship might be suffered if the concession were not granted, and an actual instance of this was mentioned by the President. After arguments for and against, it was decided to draw the attention of Government to the difficulty, and to suggest that Local Governments, if they so desired, might make special arrangements for the admission of Native Christians to the benefits of the Code, under some such conditions as the following :—

(1) that they have adopted in every respect European habits and mode of life;

(2) that they habitually speak the English language at home;

(3) that they are recommended for the privilege by the Managers of a European school into which they have been admitted as scholars;

(4) that the Inspector, after any further inquiry that he may consider necessary, recommends their admission to the full benefits of the Code.

Insert the following new article :—

3. (A).—Every school to which aid is given shall be under the management of a governing body, hereinafter called the Managers, who shall be responsible for the maintenance and control of the school, and for the fulfilment of all the conditions upon which the grant is made.

Substitute, for the present Article 4, the following :—

4. Aid is given in the form of (a) *maintenance grants, under the provisions of Chapters II and IV, or* (b) *building grants, under the provisions of Chapter V.*

ARTICLE 5 to stand.

ARTICLE 6.—After clause (b) add:—

(c) *Non-European scholars or scholars under three years of age;*

Add the following clause at the end :—

(h) *Any school which is conducted for private profit, or which is farmed out by the Managers to the teachers.*

NOTE—*To any school, now receiving a grant under the Code, which would be debarred from such grant by the operation of clause (h), this clause shall not apply so long as the school remains in the possession of its present proprietors.*

ARTICLE 7 (e).—Insert the word "*annual*" after the word "probable."

ARTICLE 7.—After "(e) Probable annual income from all sources, other than the grant," add "(f) *Proposed annual expenditure, under the following heads:—Rent and*

Taxes, Teachers, Servants, Furniture and Apparatus, Books, and Stationery, Repairs, Miscellaneous."

Revise ARTICLE 8 as follows :—

8. If the application is approved, the Department will inform the Managers from what date the school will be regarded as coming under the Code, and the amount of grant temporarily awarded.

If the application is rejected, the grounds of rejection shall be notified by the Department to the Managers.

Insert the following new article :—

8 (A). The amount of the temporary grant, referred to in the preceding article, shall be fixed at 75 per cent. of the amount which, in the judgment of the Inspector after visiting the school, it would be likely to earn. As soon as the permanent character of the school is established, it shall be made subject to the provisions of section II of Chapter II.

ARTICLE 9.—Delete the word "other" and insert the words "*with or*" between "time" and "without."

ARTICLE 10—to be omitted.

ARTICLE 11.—Add the following sentence :—

"*The correspondent must in every case be approved by the Department.*"

ARTICLE 12.—In place of the present Article, substitute—

12. The interpretation of any Article in this Code shall rest with the Department.

ARTICLE 13—to be omitted.

ARTICLE 14.—For the preamble to this article substitute the following :—

"*Grants are made to such schools only as satisfy the following conditions :—*

ARTICLE 14 (*b*).—For the matter at present given under this head, substitute the following :—

(*b*) *That the school premises are properly drained, and healthy in other respects; that the buildings are well constructed and safe; that the rooms are properly lighted, ventilated, and (if need be) warmed, and that they are, as far as possible, well arranged for teaching; that in the case of boarding schools, proper arrangements are made for boarders; that the school is provided with all necessary offices, and that these and the premises generally are kept clean; that the school contains sufficient accommodation for the scholars attending it; and that it is properly supplied with furniture, books, maps and other apparatus.*

ARTICLE 14 (*b*), NOTE (*b*).—For the present note substitute :—

NOTE.—(*b*).—*Rooms used for teaching purposes should provide* 12 *square feet per scholar where only one class is taught, and* 16 *square feet per scholar, where more classes than one are taught in the same room; the calculation being made for each room on the average daily attendance of scholars taught in that room.*

The foot-note to Note (*b*) to be added as a continuation of the note.

The note to article 37 to follow as Note (*c*).

ARTICLE 14 (*c*)—to become Article 14 (*d*), after being revised as follows *:—

Insert "*and approved by*" after the words "a copy shall be submitted to," and also after the words "must be communicated to."

ARTICLE 14 (*d*)—To become Article 14 (*c*) after revision as follows :—

(*c*) *That the staff of teachers is sufficient and competent, and that each teacher has received from the Inspector the Letter of Recognition specified in Article 60,*† *as a teacher for that section of the school in which he is to work.*

Add the following at the end of the article :—

(*e*) *That the scholars are satisfactorily taught in accordance with the provisions of Article 17* [as hereafter amended‡].

* (See also Thirteenth Meeting, paragraph 2.)
† (See Eleventh Meeting, paragraph 4.)
‡ (See Eighth Meeting, paragraph 1, and Sixteenth Meeting, paragraph 1.)

NOTE (1)—*Any aided school which shall be proved to have violated the condition laid down in (a) above shall receive no further aid from the Department.*

NOTE (2).—*Schools shall only be considered efficient when they satisfy the conditions laid down in (b), (c), (d) and (e) above.*

NOTE (3).—*Should an aided school cease to be efficient, the managers shall be warned of the fact, and the grounds on which it is considered to be inefficient fully stated. A reasonable time, to be determined by the Department, shall then be allowed for improvement, after the lapse of which, further Government aid will be withheld should the school be still inefficient.*

SEVENTH MEETING, 27TH FEBRUARY, 1895.

Present:
All the Members.

1. The President laid before the Committee a file of correspondence from the office of the Registrar of the Calcutta University, relating to the difficulty which prevents effect being given to the declaration of the British Medical Council, that they would accept the Entrance Examination certificate of the Calcutta University as a satisfactory proof of general education for the admission of students to certain courses in Medicine and Dentistry. The letters showed that the Calcutta University is now in correspondence with the Medical Council on the subject, and therefore it is unnecessary for the Committee to take any action in the matter.

2. The Ven'ble Archdeacon Deedes—referring to schools in which training in practical work may be substituted for part of the ordinary course of instruction, as contemplated in the resolution at the end of paragraph 3 of the fourth day's Proceedings—inquired whether schools which thus deviate from the ordinary course of studies, in respect of scholars who have passed Standard IV, would be classed as Primary or as Middle Schools. The Committee agreed that they should be classed as Middle Schools.

3. Mr. Cope thought that as there appeared to be a difference of opinion on the advisability of allowing in the amended Code alternative systems of awarding grants—one of which would, in a measure, be based on the results of individual examination,—it would probably expedite the work of the Committee if that question were decided before the revision of the Code was proceeded with. He therefore proposed the following resolution :—

That the articles which appear at the end of the fourth day's Proceedings of this Committee, and embody a scheme for the awarding of grants for a term of years partly on the results of the individual examination of scholars, be now considered with a view to their insertion, in a modified or amended form if necessary, in the draft of the revised Code, as a system alternative to that recently adopted in Bengal, where grants are given per unit of attendance merely, provided that the Inspector is satisfied of the efficiency of the school.

Mr. Bamford proposed as an amendment—

That as the members of this Committee unanimously condemn the principle of determining grants-in-aid embodied in Articles 21 to 28 of the present Code, and unanimously approve of the principle under which such grants are, under Article 33, now distributed in Bengal, it is undesirable that articles embodying any other system than the latter, or such modified form of the latter as may be adopted by the Committee, should appear in the Code: and consequently, that it is unnecessary to discuss the articles placed before the Committee by Mr. Cope.

Mr. Boutflower seconded the amendment.

The amendment was carried, Mr. Cope alone dissenting.

4. The Committee next considered whether rules regulating the transfer of scholars should be placed in the Code; and eventually the President proposed, and it was agreed, that a new chapter containing the transfer rules should be added to the Code.

5. The Committee then proceeded with the revision of the articles of the Code, and agreed upon the following alterations :—

ARTICLE 15 (*a*).—Revise as follows :—

Any change in the constitution of the governing body, or any addition to or reduction in the school staff, shall at once be reported to the Department.

ARTICLE 15 (*d*).—Insert "*by a competent person not in any way connected with the school*" after the words "regularly audited," and add the following :—

NOTE.—*The condition as to audit by an independent person need not be insisted on in the case of small schools, or schools in out-of-the-way places.*

(See also Tenth Meeting, paragraph 2).

ARTICLE 16.—For the present article and the note thereto, substitute—

16A.—Schools aided under this chapter shall be graded by the Department as Primary, Middle, or High, after inquiry by the Inspector as to—

(1) The standard [Primary, Middle, or High as determined by the requirements of the Primary School, Middle School, and High School Examination, respectively] up to which there is a real and likely to be a permanent, demand for instruction in the school.

(2) The competence of the school staff to teach up to that standard, and its sufficiency for the number of classes in the school.

16B.—Scholars shall be arranged in sections or divisions as follows : —

In any school the scholars below Standard I shall form the Infant Section of that school. Scholars studying in Standards I to IV shall form the Primary Section. Scholars studying in Standards V to VII shall form the Middle Section. Scholars studying beyond Standard VII for the High School Examination, or such other examinations as may be specially recognised for this purpose by the Local Government shall form the High Section. Except with the previous consent of the Inspector, no scholar shall be promoted or admitted to the Middle Section of a school unless he has passed the Primary School Examination, nor to the High Section unless he has passed the Middle School Examination.*

*NOTE.—*The following examinations have been recognised for this purpose by the Local Government :—*

16 C.—Schools graded as Primary shall, ordinarily, only be entitled to teach scholars in the Infant and Primary Sections. Schools graded as Middle shall, ordinarily, only be entitled to teach scholars in the Infant, Primary, and Middle Sections. Schools graded as High shall be entitled to teach scholars in the Infant, Primary, Middle, and High Sections.

In special circumstances, a Primary or Middle School may be permitted by the Inspector to teach one or more scholars belonging to a higher section than the grade of the school would otherwise warrant.

If the circumstances of a school change, it may be raised or lowered in grade.

ARTICLE 17.—Substitute the following for the present article :—

The subjects of instruction in Aided Schools shall be in accordance with either Course A or Course B of Schedule I, as may be determined by the Department; but scholars in the High Section may be prepared for any of the examinations specified in the note to Article 16B instead of the High School examination, and the course in the Middle and Primary Sections may, if necessary, be modified by the provisions of Article 17A.†

The courses prescribed in Schedule I may be modified by the Local Government.

EIGHTH MEETING, 28TH FEBRUARY, 1895.

Present :

All the Members.

1. The Committee proceeded with the revision of the articles of the Code. The following conclusions were arrived at :—

† (See Thirteenth Meeting, Paragraph 2.)

ARTICLE 18.—Substitute the following for the present article :—

In schools working up to the standards of examination prescribed in Schedule I-A, the Elementary subjects, Reading, Writing and Arithmetic, are compulsory. Among the Class subjects, needle-work is compulsory for girls; the rest are optional, but such of them as are selected to be taught in any class should generally be taught to all the scholars in that class. The Special subjects are all optional, and may be taught either to selected scholars, or to whole classes.

The consideration of the corresponding article for schools working in accordance with Schedule I-B was deferred.*

The consideration of the note to Article 18 led to a discussion regarding the restrictions at present placed on the classification of scholars. It was the general opinion of the Committee that more elasticity was desirable than was afforded under the present rules, and in the end the following resolution was passed,† Mr. Cope dissenting from all therein contained except the last clause :—

That, in the opinion of the Committee, the restriction now imposed upon Managers of schools, in the note to Article 18 and in Article 25 (a), with regard to the classification of scholars, is no longer necessary; and that, subject to the control of the Inspector, the Principal Teacher of a school shall be at liberty to place a scholar in different standards for different subjects. It shall, however, be in the power of any Local Government to place such restrictions upon the classification of scholars as it may think expedient.

ARTICLE 19.—For the first clause of this article substitute :—

To be entitled to the full grants under this section, a school shall have held not less than 380 full school meetings during the year.

In the second clause, substitute "380" for "400," and delete all that follows the words "grants payable under this section."

ARTICLE 19, NOTE 1.—Revise as follows :—

The school year shall ordinarily correspond with the calendar year; but if an annual examination on a fixed date be retained, the school year may be reckoned as ending with the last day (inclusive) of the month preceding that fixed for the Inspector's annual visit.

ARTICLE 19, NOTE 2.—Revise as follows :—

This article shall not be binding in the case where a full year has not elapsed since the school was placed under the Code (Article 8).

ARTICLE 20.—After the words "secular instruction on the same day" add :—

; or if two school meetings are held on the same day, neither of them being for a period of less than one hour of secular instruction, they shall be reckoned as two "full school meetings" if they include together not less than four hours of secular instruction.

Clause (*b*) to be added as a continuation of the article.

Clause (*a*).—For the words "In infant schools and departments," substitute "*In the Infant section of a school.*"

The Committee then agreed that Articles 19 and 20, revised as above, should be transposed.

2. It was agreed by the majority of the members, Messrs. Cope and Boutflower dissenting, to insert the following new article immediately after Article 20 :—

By the term "ordinary" attendance in the following articles, shall be understood "the average attendance at 350 of the best attended school meetings during the year," unless the Local Government declares that it shall mean "the average daily attendance during the school year."

It was also agreed to add to this article clause (*c*) of Article 20 revised as follows :—

NOTE 1.—*Attendances may not be reckoned either for non-Europeans, or for scholars under three years of age;*

* (See Sixteenth Meeting, paragraph 1.)
† (See ditto, ditto,)

and to add the following as Note 2:—

Scholars who are necessarily absent from a school meeting for attendance at any public examination at class firing, or at battalion drill, may be credited with attendances at such school meeting.

3. In accordance with the principle stated in the resolution given in paragraph 4 of the Second Meeting, it was agreed to eliminate Articles 21 to 30 of the present Code.

4. The Committee then proceeded to consider the rules under which grants are at present awarded in Bengal, with a view to framing articles embodying the same principle for insertion in the Code.

The following articles (to be numbered subsequently) were agreed upon*:—

ARTICLE A.—*Maintenance grants may be of three kinds—*

(a) *Ordinary grants.*

(b) *Free-scholar grants.*

(c) *Special grants.*

ARTICLE B.—*The following are the scales for the calculation of ordinary grants:—*

A.—For the Ordinary grant to the Infant Section in Day Schools.

Rupees	20	for each of the	first ten	scholars in	ordinary attendance.
Do.	15	ditto	second ten	ditto	ditto.
Do.	10	ditto	remaining	ditto	ditto.

B.—For the Ordinary grant to the Primary Section in Day Schools.

Rupees	25	for each of the	first twenty	scholars in	ordinary attendance.
Do.	20	ditto	second twenty	ditto	ditto.
Do.	15	ditto	remaining	ditto	ditto.

C.—For the Ordinary grant to the Middle Section in Day Schools.

Rupees	40	for each of the	first twenty	scholars in	ordinary attendance.
Do.	30	ditto	second twenty	ditto	ditto.
Do.	20	ditto	remaining	ditto	ditto.

D.—For the Ordinary grant to the High Section in Day Schools.

Rupees.	120	for each of the	first five	scholars in	ordinary attendance.
Do.	90	ditto	second five	ditto	ditto.
Do.	50	ditto	remaining	ditto	ditto.

These scales may be modified as thought necessary by the Local Government.

ARTILCE C.—*Special grants, to be determined by the Local Government, may, on the recommendation of the Inspector, be made—*

(a) *to schools in places when there is a small or poor European population;*

(b) *to school newly established or newly brought under the Code;*

(c) *to schools for the education of the poor, to provide materials for and instruction in drill, gymnastics and athletics, drawing object-lessons leading up to elementary physics, household duties (in girls' schools only), and in such other subjects, including short-hand and type-writing, modelling in clay, carpentry and smith's work, as the Local Government may for this purpose approve, and for the apparatus required for instruction in these subjects; provided that additional expenditure is incurred on account of such instruction, and that the ordinary grant is considered insufficient;*

(d) *to orphanages and other schools in which free scholars are admitted,* (1) *by way of compensation for any reduction of their grants under the operation of Article 40, and* (2) *on account of fees for the admission of poor scholars to the examinations specified in Chapter VI;*

(e) *to Practising Schools attached to Training Colleges for the payment of their teachers* (*Article 75*†);

* (See also Ninth Meeting, paragraph 2, and Tenth Meeting, paragraph 2.)

† (See Fifteenth Meeting, paragraph 2.)

(*f*) *for any other reason which the Local Government may consider sufficient.*

NOTE.—These grants shall not be taken into account in making reductions under Section V.

NINTH MEETING, 1ST MARCH, 1895.

Present:

All the Members.

1. Mr. Cope suggested, and the Committee approved, the addition of the following clause to be inserted as Article 15 *(e)*:—

(*e*) *The school shall be open to inspection throughout all its departments, in order that the Inspector may satisfy himself that the conditions specified in Article 14 are complied with.*

Brother Fabian asked whether this article would give the Inspector power to examine boarding accounts where no boarding grant is given, and the Committee agreed that it was not intended to give such power under the new article.

2. The Committee then proceeded with the framing of articles embodying the new grant-in-aid rules. The following were agreed upon :—

Add the following immediately after the new Article B, which appears in the Proceedings of the Eighth Meeting, the last clause of that article being omitted :—

ARTICLE C.—*The following are the scales for the calculation of free-scholar grants :—*

Rupees 2 for each free day-scholar in average attendance.

Rupees 8 for each free boarder in average attendance.

NOTE.—*The scales given in this and in the preceding article may be modified as thought necessary by the Local Government.*

ARTICLE D.—*In lieu of the grant for each free boarder, specified in Article C, a special grant may be made to orphanages and other schools in which free scholars are maintained, in aid of the boarding charges of scholars educated therein, provided that the amount of such grant does not exceed* (*a*) *one half of the total cost of their maintenance,* (*b*) *the rate of Rs. 6 a month for each boarder.*

ARTICLE E.—Article 38 of the Code of 1889, with the words "*in the Province*" inserted immediately after the words "residing in places, and with the substitution of Rs. 6 for Rs. 5."

It was decided that Article C (Special grants), given in the proceedings of the previous day, should be inserted here as Article F.

Omit Articles 31 and 32 (Mr. Boutflower dissenting to the omission of Article 31).

ARTICLE 33.—*In substitution of the grants which may be earned under these rules, grants, either determined by the results of examination, or fixed in amount for a term of years, may be given to schools which for any reason it is thought undesirable to bring under the preceding articles. The conditions under which these grants will be given shall be determined by the Local Government.*

ARTICLE 34.—To stand.

ARTICLE 35.—The preamble to run :—

The grants are given under the following conditions :—

ARTICLE 35 (*b*).—Omit all that follows "less than 80."

Omit clauses (*c*), (*d*), (*e*), and (*f*) of Article 35, and substitute—

(*c*).—*A Night School may adopt any graduated course of studies suitable to its requirements, subject to the previous approval of the Inspector.*

Add the following new article :—

ARTICLE 36.—*Grants to night schools are calculated on the following scale :—*

Rupees 12 for each of the first twenty scholars in average attendance.

Rupees 8 for each of the remaining scholars in average attendance.

Omit Articles 36, 37 (for the note see Article 14) and 39.

ARTICLE 38.—(See Article E above.)

ARTICLE 40.—Substitute "*Government grants*" for "the grant." (See also Tenth Meeting, paragraph 4.)

ARTICLE 41.—Substitute "*sufficient*" for "serious" in the first sentence; and for all that follows the words "for so doing," substitute—

A copy of the Inspector's report shall, in such case, be communicated to the Managers, who shall have an opportunity of making to the Department any representation that they may think fit on such report.

ARTICLE 42.—Omit the word "high" in line 1, and omit the last sentence.

TENTH MEETING, 2ND MARCH, 1895.

Present :

All the Members.

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1. The Ven'ble Archdeacon Deedes proposed that Logic should be included in the High School course as an alternative with Political Economy; and Mr. Carter suggested that provision should be made for candidates to take up both Latin and French if they wished to do so. These changes were advocated with a view to enabling candidates at the High School examination to qualify for a medical education under the conditions prescribed by the British Medical Council.

It was finally resolved—

That the inclusion of Logic in the High School course be considered when that course comes before the Committee for discussion, as well as the feasibility of so arranging the course that both Latin and French may be taken up by the same candidate.

2. It was resolved to add the following new article after Article A (See Eighth Meeting) :—

A (1)—*The Ordinary and Free-scholar grants are annual grants for the year beginning on the 1st April; they are to be calculated, according to the scales given below, upon attendances made during the calendar year (January to December) last completed; and are payable to the school in one sum, on or after the 1st April, unless otherwise ordered by the Local Government.*

Special grants to be of whatever amount, and payable at whatever time and in whatever manner, may appear to the Local Government to best meet the circumstances of each particular case.

3. It was resolved to add the following note to Article 40, the existing note to become Note 1 :—

ARTICLE 40, NOTE 2.—*In the accounts of any school in which members of a Religious Order are employed as teachers and receive no fixed salaries, the managers shall be entitled, for the purpose of this article, to add on each side of the account, but below the balanced statement of actual income and expenditure, an amount equivalent to the difference between the salaries of such teachers actually paid, and their salaries calculated at the current market rate; these amounts to be styled respectively "Contributions not actually received," and "Salaries not actually paid." The final decision as to the current market rate of such salaries shall rest with the Department.*

Brother Fabian referred to the expenses that Religious Orders incur in keeping up the staff of teachers required for their schools in this country. In their own case they had to make regular payments towards the cost of training of the Brothers in Dublin, as well as to pay for their passage out to India, and he wished to know if such contributions and payments would be regarded as *bonâ fide* expenses of the schools and recognised as such in the Managers' Returns. Their Society would, he said, be affected very seriously were such contributions disallowed, for the exclusion of these payments from the expenditure would make the schools appear more nearly self-supporting, and would furnish a reason for reducing their grants under Article 40.

The Committee agreed that such contributions should be recognised as legitimate expenses of the schools.

4. The Committee proceeded with the revision of the Code from Article 43 onwards. The following changes were agreed to :—

ARTICLE 43—to be omitted.

ARTICLE 44.—For—

"(a) the Code for the year;

"(b) registers of admission and attendance;"

Substitute—

"(a) *the latest edition of the Code ;*

"(b) *an admission register ;*

"(c) *attendance registers ;*"

the present clauses (c) and (d) to become (d) and (e), with the addition of the words "*and documents*" after "letters" in (d).

ARTICLE 45.—For "an entry" in line 1, substitute "*entries*;" and for "caution, illness," substitute "*cautions, illnesses.*" For the sentence "The remarks of the Inspector after his annual visit, when communicated to the Managers, must be copied *verbatim* into the log-book," substitute "*Such communications from the Inspector as he may direct to be inserted in the log-book must be copied* verbatim *therein.*" For the paragraph "Every entry in the log-book must refer to facts; general expressions of opinion are to be excluded. No entry once made in the log-book may be removed, nor may it be altered otherwise than by a subsequent entry:" substitute :—

The only persons authorised to make entries in the log-book are the Principal Teacher and the Inspector. The log-book shall be kept in the custody of the Principal Teacher, but shall be open at all times to the inspection of the Managers. No entry once made in the log-book may be removed, nor may it be altered otherwise than by a subsequent entry.

NOTE.—*A Visitors' book may be kept for the remarks of other persons visiting the school.*

ARTICLE 46.—For "must" in the third line, substitute "*and the distribution of the work among them shall.*" For "correspondent" substitute "*Principal Teacher.*" For "must" in the 4th line, substitute "*or in the distribution of the work shall.*"

ARTICLE 47—to stand as follows :—

The Inspector is authorised to examine the log-book and portfolio at any time.

ARTICLE 48.—For this article substitute :—

Teachers in aided schools must be either Recognized Teachers or Pupil-teachers. Recognized Teachers may or may not hold the Proficiency Certificate.

ARTICLE 49.—Omit the words "in the course of a school year;" and before the words "be temporarily employed," insert "*with the consent of the Inspector.*"

5. The articles relating to Pupil-teachers in Section II of Chapter III were then considered. It was agreed to omit Articles 50 to 56, and to substitute the following new articles, embodying the principles already agreed upon in the resolutions on the subject given in paragraph 3 of the second day's Proceedings :—

ARTICLE 50.—*Pupil-teachers are boys or girls recognized by the Department as having been engaged by the Managers of an Aided School for the purpose of teaching, and of being taught and trained, in accordance with the regulations given in this section.*

ARTICLE 51.—*Before recognising boys and girls as pupil-teachers, the Department will require to be satisfied on the following points :—*

(a) *That the school in which it is proposed to engage them is suited for the purpose ; and that proper arrangements can and will be made for their efficient instruction in their own studies, for the thorough supervision*

of their work while teaching, and for their training in the art of teaching.

(*b*) *That the boys and girls who are proposed for pupil-teacherships—*

(1) *are not less than 15 years of age at the time of their engagement;*

(2) *have passed the Middle School Examination in the first or the second class, and further satisfy the Inspector of their proficiency in reading, hand-writing, and dictation, and in the case of girls, in needle-work also;*

(3) *produce a satisfactory certificate of health and physical fitness for the work from a Civil Surgeon or other approved medical practitioner, and one of good character and conduct from some responsible person.*

(*c*) *That the Managers enter into an agreement in the terms of the memorandum given in Schedule V.*

NOTE 1.—*The engagement of a pupil-teacher shall begin on the 1st of January. If on that date it is not yet known whether a candidate for a pupil-teachership has passed the Middle School Examination, he may be admitted provisionally as a pupil-teacher.*

NOTE 2.—*It shall be in the power of the Local Government to alter the conditions as to age and preliminary qualifications specified in clauses b (1) and (2) of this Article.*

ARTICLE 52.—*The department is not a party to the engagement; but confines itself to requiring, as a condition of continued recognition, that the pupil-teacher shall teach, be taught, produce the prescribed certificates, and be presented for examination, in accordance with the terms of Articles 53 and 54.*

ARTICLE 53.—*Every pupil-teacher shall—*

(*a*) *be engaged for three years;*

(*b*) *teach a class daily (except on holidays) for not less than two, and not more than four hours, under competent guidance and supervision;*

(*c*) *give a specially prepared lesson once a week before the Principal Teacher (or some other competent teacher), who shall criticise the lesson. The pupil-teacher's notes and the Principal Teacher's remarks on the lesson to be preserved for the Inspector's perusal, in books specially kept for the purpose;*

(*d*) *study for at least two hours daily (except on holidays) under the personal supervision and guidance of a duly qualified teacher.*

ARTICLE 54.—*In order that a year's service may be approved by the Department, every pupil-teacher will be required—*

(*a*) *to produce, before beginning the work of the year, a satisfactory certificate of health and physical fitness for the work from a Civil Surgeon or other approved medical practitioner, and also one of good character and conduct. The latter certificate must, in the case of pupil-teachers who have already worked as such for one or more years, be signed both by the Principal Teacher of the school in which they have served and by the correspondent on behalf of the Managers;*

(*b*) *to teach throughout the year to the satisfaction of the Inspector;*

(*c*) *to give, to the Inspector's satisfaction, a lesson selected by him out of three previously prepared by the pupil-teacher. The lesson to be given near the close of the year, but before the date fixed for the High School Examination.*

The foregoing conditions having been satisfied—

(*d*) *to pass in the following subjects at the High School Examination:—*

(*1*) *At the close of the first year—in Arithmetic, History, and Geography.*

(*2*) *At the close of the second year—in English, Algebra, and Euclid.*

(*3*) *At the close of the third year—in a Second Language, and in School Management and the Art of Teaching.*

NOTE.—*In cases in which the Local Government exercises the power given under Note (2) of Article 51 it may also modify the standards of examination above prescribed.*

6. The draft of Schedule I-B, which had been prepared by Mr. Bamford, Mr. Carter and Brother Fabian, in correspondence with the leading schools in Bengal, was distributed to members of the Committee.

ELEVENTH MEETING, 4TH MARCH, 1895.

Present:
All the Members.

1. Mr. Cope said he would be glad to have the opinion of the Committee upon teaching Urdu through the Roman character, as an alternative method, he himself being in favour of such a course.

The President said he had long been of opinion that progress would be much more rapid if boys were to begin the study of Urdu in the Roman character, and only learn the Persian character after they had acquired a moderate vocabulary and a fair idea of the grammar.

The Ven'ble Archdeacon Deedes thought more progress would be made by using the native character from the outset.

Eventually it was found that the body of opinion was in favour of beginning with the Roman character, although the Committee were not unanimous on the point.

2. On proceeding to the discussion of Schedule I-B. the following statement was laid before the Committee by Messrs. Boutflower, Cope and Marsden :—

" With reference to the scheme of studies now before us, we beg to point out that our position is one of some difficulty and very considerable responsibility. We are present as representatives of the North-Western Provinces, the Punjab, Bangalore and Coorg. The question under consideration, namely, the instruction to be given to European children in Aided Schools, is one of very great importance, especially when we consider that the large majority of European children educated in India receive their education in these schools, there being, in many cases, no others to which parents could send them if they wished to do so. We are therefore of opinion that any change in the curriculum of these schools should only be introduced after the most careful deliberation and consultation with those mainly responsible for the education of the different Provinces—Directors of Public Instruction and Head Masters of the more important schools. Such consultation has, in our case, been impossible as the proposed scheme was only placed in our hands on Saturday, March 2nd, and has not as yet reached our Provinces. It is, therefore, impossible for us to express any opinion of the suitability or otherwise of the details of the proposed scheme, lest in doing so we might in any way bind the Provinces we represent to agreeing to what, in the opinion of those most closely concerned, might be unsuitable or prejudicial to their schools. But at the same time we think that we may accord a general approval of it as a model which might be kept in view by Local Governments, supposing it to be found desirable to deviate from the courses of study at present followed in their Provinces.

W. N. BOUTFLOWER,
Inspector of European Schools,
N.-W. Provinces and Oudh.
F. HADEN COPE,
Inspector of European Schools, Punjab.
E. MARSDEN,
Inspector of Schools, Bangalore and Coorg."

Calcutta, March 4th, 1895.

Mr. Boutflower observed that in his opinion the Schedule contained many valuable suggestions which were often lost sight of by teachers, and that its adoption would remedy some of the defects in the present scheme which had been brought to his notice by teachers in the North-Western Provinces.

Mr. Cope said that, so far as he had been able to form an opinion on the scheme of studies from a general glance at it, it seemed to him to contain much that was good. It certainly was on thoroughly up-to-date lines, and had been carefully thought out. It seemed to him, however, if he might say so, to be perhaps more of a detailed scheme of the work of a school, such as a really experienced Head Master might draw up for the guidance of his staff, than a Code Schedule; but it was possible that this was intentional, and that those who drew up the scheme, in preparing it, had in view the fact that many Head Teachers in this country need guiding.

Mr. Bamford replied that the special object of the new schedule was to provide a detailed scheme of studies to be followed throughout the year; and those who had co-operated in drawing it up believed that it would be helpful to teachers, as a guide in their work.

Mr. Marsden said that there seemed to him to be the following points open to objection in the scheme of studies given in Schedule I-B :—

(1) No provision is made for the study of Indian History.

(2) Certain books are mentioned by name.

(3) No provision is made for the study of the vernacular.

He thought that as nearly all the pupils for whom this course of study is prescribed are born in India and pass their lives in India, it was most necessary that they should know something of the history of the country in which their lot was cast. In Southern India the History of India was studied in all Middle Schools and in a good many primary Schools for Europeans. Relegating this subject to High Schools would mean that a large number of pupils would never study it, as many children do not get beyond the Middle School Standard.

He objected to the mention of books by particular authors, or published by particular firms. In History he thought that the portion to be studied should be limited by dates or the reigns of particular sovereigns, and not defined as the period included within a certain number of pages in any specified book.

He was very strongly of opinion that the study of at least one vernacular, by preference the chief vernacular of a Province, should be provided for in the course of study for Middle Schools.

Mr. Bamford, in reply to Mr. Marsden, pointed out that the British period of Indian History would be studied in connection with English History in the middle standards, and that a special study of Indian History from the time of Baber was required in preparing for the High School Examination.

Although certain books were mentioned by name, they were only given to indicate the extent to which certain subjects should be studied. In such a subject as History, the extent of detail could in no other way be defined. The books were not put forward as the best books, and any others might be used in the schools.

Any Province would be at liberty to introduce the study of a vernacular if it was thought advisable to do so.

After some further discussion it was resolved :—

That while it is necessary to retain Schedule I (to be called Schedule I-A) in the Code, so as to prescribe fixed standards of examination for those Provinces in which the annual examination of scholars is retained, it is also desirable to introduce a second Schedule (to be called Schedule I-B), explaining in detail the courses of study to be followed, in order to serve as a guide to teachers. It will be open to any Local Government adopting Schedule I-B, to introduce into it such modifications as they may think desirable :—

3. The Committee then took into further consideration the articles of the Code which were to replace the omitted articles (50 to 56) regarding pupil-teachers. The following three new articles were adopted.

ARTICLE 55.—*Any pupil-teacher who fails to produce a satisfactory certificate of health and physical fitness, and also of good character and conduct,*

as required in Article 54 (a), shall not continue to be recognised as a pupil-teacher.

ARTICLE 56.—*Any pupil-teacher who fails to satisfy the conditions required in Article 54 (b), (c), or (d), will, on the first occasion of such failure, be permitted to continue working as a pupil-teacher; but will in the following year take up the same studies, and be presented for examination in the same subjects, as in the year in which the failure occurred, that year not being reckoned as part of the three years' engagement. Any pupil-teacher who fails to satisfy the conditions required in Article 54 (b), (c), or (d) a second time in the same stage, will cease to be recognised as a pupil-teacher.*

ARTICLE 57.—*For each pupil-teacher who satisfies the whole of the conditions required in Article 53 and in Article 54 (a), (b) and (c), the Managers of the school shall receive a grant as follows:—*

		Rs.
At the end of the first year's course.	...	*50*
At the end of the second year's course	...	*75*
At the end of the third year's course	...	*100*

and, if the conditions specified in Article 54 (d) be also satisfied, an equal amount shall be paid to the pupil-teacher.

The grants payable to Managers on account of pupil-teachers shall be paid, even if the latter fail to pass the examination specified in Article 54 (d).

The present Article 57 to become Article 58; and the words "*except with the special permission of the Department*" to be inserted after the words "shall not."

ARTICLE 59.—*A pupil-teacher is perfectly free in the choice of employment after the completion of his apprenticeship. If he wishes to remain a teacher, he will receive recognition either as the Principal Teacher of a Primary School, or as an Assistant Teacher in the Middle or the Primary Section of a school.*

4. In the title of Section III of Chapter III, substitute "*Recognised Teachers*" for "Assistant Teachers."

Omit all the articles of Section III, and substitute the following new articles:—

ARTICLE 60.—*Recognised teachers are teachers who have received from the Inspector an official letter, in the form prescribed in Schedule III, recognising them as teachers in a certain capacity.*

ARTICLE 61.—*Any person engaged as a teacher in an Aided School at the time when this revised edition of the Code was published, and who had at that time received official recognition as a teacher in some particular capacity, will continue to be recognised as a teacher in that capacity.*

ARTICLE 62.—*No teacher shall be permanently employed in any higher section of a school than that for which he has received official recognition.*

ARTICLE 63.—*Persons without experience in teaching may, with the consent of the Inspector be temporarily employed, until an opportunity has been afforded for judging of their fitness for official recognition.*

ARTICLE 64.—*The Department will cease to recognise any person as a teacher in any particular capacity, if while acting in that capacity, distinct incompetence is displayed.*

It was decided to transpose Section II and Section III.

5. In the title of Section IV of Chapter III, for "Certificated Teachers" substitute "*Proficiency Certificates.*"

Omit all the articles of Section IV, and substitute the following new articles:—

ARTICLE 65.—*A certificate of skill and ability as a teacher (hereinafter styled "Proficiency certificate") will be issued by the Department, in the form prescribed in Schedule IV, to any recognised teacher who, having passed either the Middle School Examination, or any other examination which,*

in the opinion of the Department, is not inferior to it in point of difficulty, shall further—

(*a*) *have taught a class (or classes) for two years to the satisfaction of the Inspector;*

NOTE.—*Neither the class-teaching of a Training College student nor that of a pupil-teacher can be accepted for the purpose of this test, as such teaching is done under constant guidance and supervision.*

(*b*) *have given before the Inspector, and to his satisfaction, two lessons selected by him from a list of five previously prepared by the candidate;*

(*c*) *have gained 50 per cent. of the possible marks in the paper on "School Management and the Art of Teaching" at the High School Examination.*

NOTE.—*The possession of this certificate does not entitle the holder to teach in any higher section than that specified in his Letter of Recognition.*

Omit Section V and the article therein.

6. The Committee decided to defer the consideration of the chapter on Training Colleges, and proceeded with Chapter V (Building Grants).

ARTICLE 91.—Insert "*other than those excluded under Article 6* " after the word "schools."

The following to be added immediately below the existing notes:—

(*d*) *Of acquiring land for school purposes.*

ARTICLE 92—To stand.

The following new articles to be added after Article 92 :—

ARTICLE 92 A.—*The sum to be allotted annually for building grants to schools will be fixed provisionally for a term of years. The amount will be notified by the Local Government to the Department. It will not in ordinary circumstances be reduced, though it may be increased, for any year during that term.*

ARTICLE 92 B.—*Every application for a grant must be submitted to the Department not later than the 31st December, if the grant is to be admissible for sanction during the following financial year. It must contain a certificate from the Managers that the funds at their disposal will, when added to the grant applied for, be sufficient to meet the full cost of the work. If the application is in accordance with the rules, and is found to be in other respects deserving of support, it will be included in the list of "approved applications." If not so included, the reasons shall be notified to the Managers.*

ARTICLE 92 C.—*After consideration of all the "approved applications," the Department will submit to the Local Government, by the 31st March following, its recommendations for the distribution of the allotment among the applicant schools.*

ARTICLE 92 D.—*When a grant is sanctioned, the Managers shall be informed whether it will be payable in full from the allotment for the year, or if not, in what years and by what instalments.*

ARTICLE 92 E.—*In the case of an application for a repair grant under Article 91 (b), the Managers will be required to show that the necessity for such a grant has not arisen from the neglect of current repairs in previous years.*

7. Mr. Marsden intimated that he was returning to Madras that evening and took leave of the Committee.

TWELFTH MEETING, 5TH MARCH, 1895.

Present:

All the Members, except Mr. Marsden.

1. ARTICLE 93—To stand.

ARTICLE 94.—Substitute "*under the preceding articles* " for the words "for the erection of school buildings."

ARTICLE 94 (*d*).—Add the following :—

NOTE.—*In the case of a school not receiving a maintenance grant, the inspection shall be limited to ascertaining that the buildings are maintained in good*

repair, that the sanitary arrangements are satisfactory, and that the school is properly conducted.

ARTICLE 94 (*e*).—Substitute "*to the property is clear*" for "and trust deeds in due form."

ARTICLE 95.—*In making an application for a building grant, the Managers shall undertake to execute a trust-deed in the standard form given in the Appendix to the Code, or such other form as may be sanctioned by the Local Government.*

ARTICLE 95 A—*The trust-deed must provide for the legal ownership of the premises, for the proper maintenance of the building, and for the Inspection and management of the school, and must declare the building or the land, on account of which a grant is to be made, to be held in trust for school purposes only.*

The note to Article 101 to become Note 1 to this article. The existing note to Article 95 to become Note 2.

ARTICLE 96—To be omitted (included in Article 91B).

ARTICLE 97—To stand.

ARTICLE 98 (*b*).—Substitute "*the trust-deed is duly executed, registered, and forwarded by the Managers to the Department for safe custody,*" for the present clause (*b*).

ARTICLE 99 to follow Article 95A, with the following alterations :—

Omit "invariably" and "or in some other binding document."

ARTICLE 100.—Substitute "*managers*" for "trustees."

ARTICLE 101.—To be omitted (included in Article 91B).

The note to Article 101 to be affixed to Article 95A.

2. The Ven'ble Archdeacon Deedes laid the following statement before the Committee, regarding the need for increased Government aid to all classes of schools, but particularly to schools for the poor, and for more efficient teachers :—

"The proposals made by the Committee will probably increase to some extent the grants which may be earned by all classes of schools, and especially by schools for the education of the poor.

"In my opinion an increase in the educational expenditure of Government is inevitable, if efficiency is to be secured. The standard of efficiency aimed at is gradually rising, but is even now much below the ideal standard. But increased efficiency means larger expenditure on apparatus and, especially, more liberal salaries to teachers. It cannot be expected that really efficient teachers will be secured unless the prospects of the profession are such as to attract superior men; nor will the best work be given unless the workers are fairly satisfied with their position.

"Few, if any, Aided Schools are at present in a position to spend more on their staff. As a rule, the fees charged are the same as were charged 25 or 30 years ago. Since that date the cost of living has very largely increased, and, especially in the case of Boarding Schools, the fees which were then calculated to give a handsome margin of profit now barely balance the expenditure, if they do so much as that. I do not myself know an instance of a Boarding School at present making any profit worth mentioning from the Boarding Department.

"On the other hand, a general increase in the fees charged is probably out of the question. The same rise in the cost of living which reduces the profits of the schools is felt, and severely felt, by the parents, who as a body are not more but *less* able to pay for the education of their children than was the case a generation ago.

"While, therefore, I welcome increased grants to schools for the poor, I believe that any reduction of grants to the higher class of schools is out of the question; and, indeed, that they also need more and not less assistance than of old: and that the direction in which such assistance is to be looked for, and from which the best results may be expected, is that of a grant to meet necessary and approved expenditure on the salaries of the teachers. I observe in the original Despatch of 1854—the Charter of Aided Education in India—quoted in the Report of the Education Commission of 1882, paragraph 392,

the augmentation of the salaries of the head teachers, and the supply of junior teachers, are named as among the chief objects of the proposed grants-in-aid: and it is curious to find that the Report of the Archbishop of Canterbury's Commission just issued in England comes back to the same point, in proposing that Government should (in lieu of giving a share of the rates to aided schools) fix the number and salaries of the school staff, and be responsible for their payment.

"Whether or no any advance in this particular direction is made in India, the fact is in my opinion clear that the Aided Schools as a class need two things—more liberal grants and more efficient teachers.

"On the other hand, I fully agree with a remark made by Mr. Boutflower that at present a number of scholars are attending Aided Schools, and consequently receiving a part of their education at the expense of Government, whose parents are in a position to defray the whole cost of education without assistance; and if any practicable plan could be devised whereby such parents should pay enhanced fees, and Government grants be to a corresponding extent set free for purposes for which they are really required, I should welcome and approve such a plan."

3. The Committee then proceeded to consider the general question of Training Colleges.

Mr. Boutflower remarked that when the subject of Aided Training Colleges came up for consideration, he was at first disposed to vote for the excision from the Code of the chapter which dealt with them, as it seemed to him a waste of time to discuss a project even less likely to be realised now than it was 20 years ago. But as the Committee had thought it desirable to put on record its conviction of their necessity, he begged to express his hearty concurrence with all that had been said on the subject. In his opinion one of the worst defects in Aided Schools was the incompetence of the junior teachers. So small were the salaries offered that persons had to be employed of mediocre intellectual capacity, and without the requisite training for their work. At the best they made the children learn their lessons well enough to answer direct questions from the text-book, and they enforced discipline. They could not teach thoroughly, or stimulate a child's faculties, or use its natural curiosity as leverage; in fact, more often than not, they repressed the latter. Thus the education given in Indian Aided Schools was inferior to that given in English Board Schools; but while the latter was free, the Anglo-Indian parent had often to make great sacrifices to obtain the former for his children. It was not necessary to touch upon the political aspects of the question, which were no doubt fully understood; but he could not refrain from saying that the expenditure of a few thousand rupees annually on a Training College would certainly prove in another generation a very remunerative investment.

The President referred to the orders of the Government of India in 1887 in which it was explicitly stated that "the cost of providing thoroughly good training schools and colleges for teachers of English as well as of vernacular schools should be regarded as a first charge on the educational grant," which orders were repeated in stronger terms in 1889. A good deal had been done in Providing normal training for teachers in schools for Natives, but nothing for European teachers.

After some further discussion, Mr. Cope proposed the following resolutions, which were unanimously adopted:—

That this Committee wish to bring to the notice of Government the increasing difficulty which non-domiciled Europeans find in sending their children home, the increasing keenness of the struggle for a livelihood which domiciled Europeans have to face, and consequently the increased importance of providing the means of sound education in India for both these classes. They therefore consider that the education of European children merits the special aid and support of Government. They would also point to the fact that, as far back as 1854, the desirability of establishing Training Schools or Colleges was acknowledged by the Government, that from that time to the present the necessity for their establishment has become more and more evident, but that as yet, nothing has been done to provide a college for the training of teachers for European children. One of the greatest difficulties of schools arises from the want of competent

teachers, who can rarely be got except by bringing them at great expense from England. The Committee are therefore of opinion that the establishment of a thoroughly efficient Training College for men and women, to be employed as teachers in the European schools of the Presidency, is a matter of presssig necessity.

That, in view of the difficulties that have attended the establishment of training colleges by private agency, due to the fact that every such college must be denominational, the Committee are further of opinion that for the successful establishment of a training college, the work must be undertaken by Government on an undenominational basis, acceptable to all classes of the European community.

The Committee were of opinion that one such College—with two sides, one for men and the other for women—would suffice for the whole of the Presidency, and that the entire cost of the College, with its attached Practising School, would not exceed Rs. 40,000 per annum. If this were divided between Lower Bengal, the North-Western Provinces, the Punjab and the Central Provinces, only a moderate charge would fall upon each Province.

4. The Committee then discussed in detail the articles relating to Training Colleges (Chapter IV of the Code).

ARTICLE 74.—To stand as follows:—

74. *A Training College includes—*

(*a*) *a College in which theoretical instruction is imparted in the art of teaching, and in other subjects necessary to a teacher;*

(*b*) *a Practising School, receiving aid under Chapter II of this Code, in which such instruction is practically applied.*

The following resolution was unanimously adopted, in reference to the omission of any provision for boarding and lodging in the above article:—

That in the opinion of the Committee the home supervision of students, as being one of the most important elements in their moral education and discipline, forms an essential part of the training required for the work of a teacher; and it is therefore desirable that provision for their boarding and lodging, under the same control as their instruction, should, if possible, be made in any Training College that may be established. The Committee however, recognising the difficulties that have hitherto prevented the establishment of a Training College and boarding establishment combined, consider it desirable to frame rules separately (1) for a College in which instruction alone shall be given, and (2) for one or more hostels in which the students under instruction may be lodged. The Training College might either be established by private effort, as provided for in the revised rules, or (as the Committee think the only practicable course in present circumstances) it might be established by Government; and in either case, the hostels should be under private management, and should, if approved by the Department, be eligible for Government grant. Such a course appears to the Committee to be likely to meet in a satisfactory way the requirements of different denominations, as regards the supply of teachers to their schools.

ARTICLE 75.—For "and staff" substitute "*staff of teachers and courses of study.*"

ARTICLE 76—To be omitted.*

ARTICLES 77 and 78.—To be modified and amalgamated as follows:—

A candidate for admission to a Training College must produce a satisfactory certificate of moral character, and must also satisfy the following conditions:—

(*a*) *that he is at least 18 years of age;*

(*b*) *that the state of his health is satisfactory, and that he is free from any infirmity or bodily defect likely to interfere with the profession of a teacher;*

* (See Fifteenth Meeting, paragraph 2.)

(c) *that he has passed the High School Examination, or is considered by the Inspector to be educated up to that standard.*

THIRTEENTH MEETING, 6TH MARCH, 1895.

Present:

All the Members, except Mr. Marsden.

1. The Committee continued the examination of the articles relating to Training Colleges.

Mr. Cope suggested a revised form of Article 75, in which prominence would be given to the proper equipment of both the Practising School and the Training College before the award of a grant; and he undertook to redraft that and other articles relating to Training Colleges, for the consideration of the Committee.

ARTICLE 101.—Add the following:—

Note.—The provisions of this chapter shall apply to Training Colleges, and to Hostels attached to them.

Substitute the following for the articles given in Chapter IV, Section IV:—

ARTICLE 86.—*The Managers of a Training College shall be entitled to receive a monthly grant equal to 75 per cent. of the average monthly expenditure of the College in the preceding year, subject to a maximum of Rs. 1,500 a month.*

2. The Committee then proceeded to consider what modifications were required in the existing Schedule I—"Standards of Examination" (Schedule I-A, as now proposed). The following changes were agreed to:—

PRIMARY STANDARDS.

Add to the Class subjects:—

7. Drawing—A course approved by the Inspector.

Add to the present definition of Object Lessons:—

"*Or a progressive course of lessons leading up to the teaching of physical science.*

MIDDLE STANDARDS.

Add to the Class subjects:—

11. Drawing—A course approved by the Inspector.

Omit "*Drawing*" from the Special subjects.

Add the following new article after Article 17:—

ARTICLE 17 A.—*Schools for the poor may, with the previous sanction of the Department, substitute a course of training in various kinds of useful practical work, such as those specified in Article C (c),* for one or more of the subjects included in Schedule I, without reduction of grant.*

In Article 14 (c), insert at the end of the first clause (as revised):—

"*such approval to apply to the subjects of study as well as to their arrangement.*"

Archdeacon Deedes proposed that, in accordance with the recommendations of the Lucknow Diocesan Board of Education, the teaching of Euclid as a Class subject and of a European language as a Special subject be commenced not later than in Standard IV. While admitting the force of the argument that the proper work of the Primary Section of a school was to give a thorough grounding in the elementary subjects, and that even under the present Schedule that object was in many cases very insufficiently attained, he contended that experience had proved that when Latin (*e. g.*) was taken up for the first time in Standard V, and Euclid in Standard VI, it was almost impossible for the pupil to make sufficient progress for the study to become of any real value. If these subjects were worth teaching at all, it seemed to him imperative that they should be commenced at an earlier stage. He fully agreed that there were many schools in which Latin should not be taught at all, and the addition now made to Article 14 (*c*) would enable the Inspector to veto its introduction into such schools; and with this safeguard he thought that the main objection to his proposal was removed.

* (See Eighth Meeting, paragraph 4.)

Mr. Boutflower remarked that in the North-Western Provinces it was thought essential that provision should be made for teaching a vernacular in the Primary Standards, while at the same time it was not thought desirable that very poor children should learn Latin or French. He would also like to see Euclid begun in Standard V.

It was pointed out that some of these objections were already met by Schedule I-B, which could be further modified so as to provide for the teaching of the vernacular in the way proposed. On that understanding the Archdeacon's proposal was not pressed.

HIGH STANDARD.

Interchange "*Political Economy*" and "*The History of England and of India,*" thereby making the former an optional subject, and the latter compulsory.

Omit "*Book-keeping*" from the compulsory subjects, and insert it in the optional subjects.

Insert "*Plane Trigonometry, as far as the solution of triangles,*" in the optional subjects.

Insert: —

9. Latin, or French, or German, or an Indian Vernacular, if not taken up as a compulsory subject.

Alter the compulsory subjects for girls as follows :—

4. Domestic Economy.

5. The History of England and of India.

General and Physical Geography.

FOURTEENTH MEETING, 7TH MARCH, 1895.

Present :

All the Members, except Mr. Marsden.

1. Mr. Cope submitted a revised draft of Article 75, as well as new articles defining the course of studies in Training Colleges, the rules concerning examinations, and the grants to hostels. Their consideration was deferred.

2. The Committee considered and agreed to the following articles for the new chapter on Transfer Rules :—

(1) *No school shall admit a scholar from another school without a Transfer Certificate signed by the Principal Teacher of the school in which the scholar has last been reading. Application for the certificate shall be made by the parent or guardian of the scholar, and it must be issued or refused without any avoidable delay. The only ground on which it may be refused is non-payment of fees. If the certificate is refused, the grounds of refusal shall be stated in writing. A duplicate certificate may be demanded, and shall be issued on payment of a fee of one rupee.*

(2) *If a scholar has been expelled from a school for gross misconduct, the Transfer Certificate shall bear the words "Expelled for misconduct."*

(3) *A Principal Teacher may provisionally admit a scholar into the school under his charge when the certificate has been refused, if he considers the grounds of refusal to be insufficient, on condition that he at once informs the Inspector of the circumstances; and the Inspector's decision shall be final.*

(4) *The certificate shall be in the following form :—*

"Certified ______ was in the ______ School, ______, up to ______ ______, on which date ______ left with a ______ character. All sums due to the school on ______ account have been (a) ______. ______ was reading in the ______ Standard, and has been (b) ______*

* NOTE.—*Sums due to the school shall include all payments for which provision is made in the rules of the school, provided such rules have been communicated to the parents or guardians of the scholars.*

(a) *Paid in full, or Remitted, or Satisfactorily arranged for.*

(b) *Promised, or Refused. (This and the next blank space to be filled up only if the transfer certificate is given at the end of the school year.)*

promotion to the __________ Standard. The date of _____ birth, according to the Admission Register, is ____________________

Dated __________ Principal Teacher.

(5) *No child admitted to a school under the foregoing certificate shall be placed in any class higher than that for which the certificate shows him to be qualified, except with the previous sanction of the Inspector.*

(6) *All Transfer Certificates received by a school must be filed, and submitted to the Inspector at his visits. Each certificate shall bear a serial number, which shall be entered against the scholar's name in the Admission Register.*

3. The chapter on Scholarships was then discussed. It was agreed that the present chapter should be divided into two, one on the Primary, Middle and High School Examinations, and another on Scholarships only; the former of the two to include, in addition to the matter transferred from the present chapter on Scholarships, the rules regarding the High School Examination, and to treat of the three examinations with reference to both Schedule I-A and Schedule I-B. The following changes in the chapter on Scholarships were then agreed to:—

ARTICLE 102.—*Scholarships are of three grades—primary, middle and high. The number of each grade and their value will be determined by the Local Government. Scholarships will be awarded on the results of the examinations detailed in the preceding chapter, and will be tenable only in institutions which are recognised by the Department as efficient, which observe the Transfer Rules, which are open to inspection,* and which are not excluded by the terms of Article 6 (c).*

* *In the case of schools receiving no maintenance grants, it will be sufficient to inspect the attendance registers, the admission register, and the transfer certificates.*

NOTE I.—*All boys and girls who are Europeans, as defined in Article 3, are eligible for scholarships, if not excluded by age.*

The present note to Article 102 to become Note 2.

ARTICLE 103—To stand as follows:—

Primary scholarships are tenable for three years in a school of a higher grade than primary. Middle scholarships are tenable for two years in a high school, for three years during apprenticeship as a pupil-teacher, or for five years in a technical school. High scholarships are tenable for two years by students pursuing a recognised course of study in any Institution within the Province approved for this purpose by the Local Government.

Omit the note to Article 103.

ARTICLE 104—Delete "and" in the second line.

For "at the date of examination" insert "*and for high scholarships under 17 years of age, on the 31st of December in the year of examination.*"

Add the following note:—

NOTE.—*The limits of age may be changed by the Local Government.*

Omit Articles 105, 106, 107.

ARTICLE 108—To stand as follows:—

For the purposes of this chapter, each Province may, if necessary, be divided into circles, and a certain number of scholarships allotted to each circle, to be competed for by candidates from schools situated in that circle. It shall be open to the Local Government to allot a certain number of scholarships, before the examination, to boys and to girls respectively.

The following new article, taken from the Bengal provincial note to Article 109, to follow here as Article 108 (*a*):—

A scholarship holder must be present at 75 per cent. of the school meetings held in each month in order to earn the full amount of his scholarship. If the attendances fall below 75 per cent. of the possible, a proportionate reduction will be made in the amount of the scholarship.

ARTICLE 109.—For "failure to pass by the prescribed examination," substitute "*insufficient progress in studies.*"

ARTICLE 110—To stand.

FIFTEENTH MEETING, 8TH MARCH, 1895.

Present:

All the Members, except Mr. Marsden.

1. Mr. Bamford submitted articles for the new chapter on "Primary, Middle, and High School Examinations," which were approved in the following form, to precede the chapter on Scholarships:—

PRIMARY, MIDDLE AND HIGH SCHOOL EXAMINATIONS.

(1) The Primary, Middle, and High School Examinations are held for the purpose of enabling the progress of scholars to be thoroughly tested at certain definite stages of their school career, namely, on completing the course of instruction for primary standards, for middle standards, and for high school classes, respectively. In the Primary School Examination, questions will, in each subject, be set upon the work done in that subject in all standards up to and including Standard IV. In the Middle School Examination, the questions will be upon the work of all standards up to and including Standard VII. The scope of the High School Examination is clearly defined, for Schedule I-A in that schedule and for Schedule I-B in Article 104.

NOTE.—Under the terms of Article 16-B [see Seventh Meeting, paragraph 5], passing the Primary and the Middle School Examinations is the condition upon which promotions may ordinarily be made from the corresponding sections to those above.

(2) These examinations shall be held annually, near the close of the calendar year, upon such dates and at such centres as may be appointed by the Department.

NOTE.—Certificates shall be given to all who pass these examinations.

(3) A fee shall be charged for admission to the examinations, the amount of which shall be determined by the Department.

NOTE.—Provision is made in Article C [see Eighth meeting, paragraph 4] for the award of special grant or the payment of such fees in the case of poor scholars.

(4) In Provinces where the schools work up to the standards of examination prescribed in Schedule I-A, the examinations shall comprise the following subjects:—

PRIMARY SCHOOL EXAMINATION.

(*For Scholars who have done the work of Standards I to IV prescribed in Schedule I-A.*)

English	Language and Grammar	150	200
	Dictation	50	
Arithmetic			175
Geography			125
	TOTAL		500

MIDDLE SCHOOL EXAMINATION.

(*For Scholars who have done the work of Standards V to VII prescribed in Schedule I-A.*)

English	275
Second Language	150
History and Geography	175
Arithmetic	175
Geometry and Algebra, or (for girls only) Domestic Economy	150
Elementary Science	75
TOTAL	1,000

HIGH SCHOOL EXAMINATION.

(As prescribed in Schedule I-A.)

(5) To pass the Primary School and Middle School Examinations, candidates must gain 25 per cent. of the possible marks in English and Arithmetic, and 30 per cent. of the possible aggregate.

To pass the High School Examination, candidates must gain 33 per cent. of the possible marks in each of the compulsory subjects, and 40 per cent. of the possible aggregate.

(6) The names of those who pass the Primary School and Middle School Examinations shall be arranged in three classes in order of merit, and gazetted. Those who gain 60 per cent. of the possible aggregate shall be placed in the first class; those who gain 45 per cent., but less than 60 per cent., in the second class; those who gain 30 per cent., but less than 45 per cent., in the third class.

The names of those who pass the High School Examination shall be arranged in two classes in order of merit, and gazetted. Those who gain 60 per cent. of the possible marks in compulsory subjects shall be placed in the first class; those who gain 40 per cent., but less than 60 per cent., in the second class.

(7) In Provinces where the schools work in accordance with the courses laid down in Schedule I-B., the examinations shall comprise the following subjects:—

A.—PRIMARY SCHOOL EXAMINATION.

(*For Scholars who have done the work of Standards I to IV prescribed in Schedule I-B.*)

COMPULSORY SUBJECTS.

Subject.	Course.	Full marks.	Notes.
1. Analysis and Grammar.	The course prescribed for Standard IV ...	80	
2. Dictation ...	About 12 lines of printed matter moderately difficult for Standard IV.	50	30 marks for spelling. 20 marks for handwriting.
3. Composition and Explanation of passages.	Exercises in composition, such as writing out the substance of a story read out by the Superintendent of the Examination, the description of some familiar place or object, an account of some well-known event, a letter on a given subject, etc.	100	50 marks for composition. 50 marks for explanation and paraphrasing.
...	The explanation of words and phrases from a prescribed text-book, and paraphrasing from the same.		
4. Arithmetic ...	The course prescribed for Standard IV.	200	

OPTIONAL SUBJECTS.

1. Geography ...	The course prescribed for Standards III and IV.	100	
2. Latin or French ...	The course prescribed for Standard IV. A full vocabulary to be given in the question paper.	70	

Candidates may take up one or both of the optional subjects. In order to pass the examination, 30 per cent. of the possible marks must be gained in each of the four papers in the compulsory subjects; and 30 per cent. of the possible marks in compulsory and optional subjects taken together must be gained in the aggregate. Marks for an optional subject will not be counted if they fall below 30 per cent. of the possible marks in that subject.

In every paper, 10 per cent. of the possible marks may be deducted for want of neatness.

B.—MIDDLE SCHOOL EXAMINATION.

(For Scholars who have done the work of Standards V to VII prescribed in Schedule I-B.)

COMPULSORY SUBJECTS.

Subject.	Course.	Full marks.
1. English—		
(a) Analysis and Grammar.	The course prescribed for Standard VII ...	50
(b) Certain prescribed Text-Books.	Explanation and paraphrasing of passages ...	100
(c) Composition ...	Letter ... ... Essay ... ... Paraphrasing of unseen passages. Explanation of idiomatic phrases of common occurrence. Correction of "Indian-English" ...	150
2 rithmetic ...	The course prescribed for Standard VII ...	200

OPTIONAL SUBJECTS.

Subject.	Course.	Full marks.
1. Latin or French ...	(a) The prescribed text-book and questions arising therefrom. (b) Unseen passages	100
	(c) Grammar ... ... (d) Composition	100
2. Geography ...	The course prescribed for Standard VII ...	100
3. History ...	The course prescribed for Standard VII ...	100
4. Algebra ...	The course prescribed for Standard VII ...	100
5. Euclid ...	The course prescribed for Standard VII ...	100
6. Science ...	One of the courses prescribed for Standard VII	100
7. Domestic Economy (for girls only)	The course prescribed for Standard VII ...	100

Candidates may take any number of optional subjects up to five, but if five are taken, one of these must be a Second Language. In order to pass the examination, 30 per cent. of the possible marks must be gained in each division of the subject English, and in Arithmetic; and 30 per cent. of the possible marks in the compulsory and optional subjects taken together (*i. e.*, 30 per cent. of 1,100 marks) must be gained in the aggregate. Marks for an optional subject will not be counted, if they fall below 30 per cent. of the possible marks in that subject.

In every paper, 10 per cent. of the possible marks may be deducted for want of neatness.

C.—HIGH SCHOOL EXAMINATION.

COMPULSORY SUBJECTS.

Subject.	Course.	Full marks.
1. English ...	(a) Grammar	50
	(b) Composition	100
	(c) Text-Books in prose and poetry, prescribed each year.	150
2. Arithmetic ...	The whole	200

C.—High School Examination.—(continued.)

OPTIONAL SUBJECTS.

Subject.	Course.	Full marks.
1. Second Language—Latin.	(a) Text-Book, with questions on accidence, syntax, and allusions ... 100	200
	(b) Translation of sentences from English into Latin 70	
or	(c) Unseen passages for translation into English 30	
French.	(a) Text-Book, with questions on accidence, syntax, and allusions ... 100	200
	(b) Composition of simple continuous prose, and original letters ... 70	
	(c) Unseen passages for translation into English 30	
2. Geography ...	As defined by its treatment in Chisholm's Geography of India and Ceylon, excluding the appendix.	100
3. The History of England, and	As defined by its treatment in Ransome's "Short History of England."	100
The History of India ...	From Baber, as defined in Hunter's "Brief History of the Indian People."	
4. Algebra ...	The course prescribed for Standard VII ...	100
	Quadratics of one unknown quantity and problems therein, easy indices and surds.	
5. Euclid ...	Books I to IV and deductions thereon ...	100
6. Science ...	(a) Physics, as defined in Loewy's Graduated Course of Natural Science, Part I, and pages 1—166 of Part II, or	100
	(b) Physiology, as defined in Huxley's "Elementary Physiology."	
7. Logic	Deductive, as defined in Jevons' "Elementary Lessons in Logic."	100
8. Political Economy ...	As defined in Mrs. Fawcett's "Political Economy for Beginners."	100
9. Domestic Economy (for girls only).	Dr. Mann's "Domestic Economy and Household Science."	100

Note (1).—The text-books are named in order to define the extent of the subjects, and not as indicating that they are better than other works of the same class.

Note (2).—The marks may be altered, or omitted, at the discretion of the Local Government.

ADDITIONAL SUBJECT FOR TEACHERS.

School Management and the Art of Teaching.	School organisation (time table, &c.), discipline, registers, returns.	100*
	Methods of teaching the subjects ordinarily found in the curriculum of schools.	
	The arrangement of courses of lessons in these subjects.	
	Notes of lessons.	
	The art of questioning and of dealing with answers.	
	Periodical examinations and the use to be made of the results.	

Candidates may take any number of optional subjects up to five; but if five are taken one of these must be a Second Language. In order to pass the examination, 30 per cent. of the possible marks must be gained in each division of the subject English, and in Arithmetic; and 30 per cent. of the possible marks in the compulsory and optional subjects taken together (*i.e.*, 30 per cent. of 1,100 marks) must be gained in the aggregate. Marks for an optional subject will not be counted, if they fall below 30 per cent. of the possible marks in that subject.

(8) The Additional Subject forms no part of the High School Examination, this paper being intended for teachers only. Passes in this subject will be published along with the results of the High School Examination.

(9) The names of those who pass the Primary, Middle, and High School Examinations shall be arranged in three classes in order of merit, and gazetted. Those who gain 60 per cent. of the possible aggregate shall be placed in the first class; those who gain 45 per cent. but less than 60 per cent., in the second class; and those who gain 30 per cent., but less than 45 per cent., in the third class. Candidates who gain not less than 75 per cent. of the possible marks in any subject shall be gazetted as having gained honours in that subject.

2. The Committee then discussed the new articles drafted by Mr. Cope for insertion in the chapter on Training Colleges.

The President expressed the obligations of the Committee to Mr. Cope for the care and skill with which the draft Articles had been framed.

In the course of the discussion the articles were modified, and eventually adopted in the form given below; Mr. Bamford opposing the insertion of Article 3 of Section III, in which a scheme of studies is prescribed.

In reference to this article, Mr. Bamford thought it was inadvisable for the Committee to attempt to frame a definite course of studies for Training Colleges, on the ground that they had not given the subject that previous consideration which its importance demanded in order that a mature judgment might be arrived at, and that the present Committee could only devote a short time to the work. He altogether demurred to such an extensive course as that given in Section III (3) being prescribed, as it would be impossible to carry it out without materially interfering with the real work of the College, namely, the training of the students in the art of teaching and in school management. He would have preferred the insertion of an article stating that the course of studies would be decided upon whenever a definite proposal to establish a Training College should be made, as this plan would allow time for careful deliberation in drawing up the scheme. But as the general opinion seemed to incline towards putting at least something indicative of the character of the course into the Code, he would suggest a general statement that the College studies were to include, in addition to the art of teaching and school management, practice in reading, recitation and English composition, a select course of reading in English literature, training and practice in singing by note, and, if found to be practicable without interfering with other work, the continued study of either a second language or physical science, or of both these subjects. He would have this general statement qualified by an express rule that a certain definite portion of the students' working time (say three-fourths) was the minimum to be devoted directly to the study of the art of teaching and school management, mainly in its practical side; and that no other study whatever was to be allowed to interfere to the slightest extent with this, the primary object of the College.

The majority of the Committee decided that the originally proposed course should be inserted in the Code, as the terms of Article 75 (6) permitted of its modification to any extent by the Local Government, whenever a Training College should be established.

SECTION I.

Preliminary.

ARTICLE 74.—(See Twelfth Meeting, paragraph 2.)

ARTICLE 75.—No grant will be given to a Training College until the Department is satisfied on the following points:—

(1) That the Practising School is thoroughly efficient; namely, that it is well equipped with all necessary school appliances, furniture, and apparatus, such as maps, diagrams, pictorial sheets, apparatus for teaching object-lessons, arithmetic, geography, and all the subjects usually taught in schools; that it is likely to be maintained in a state of efficiency; that it is well and fully staffed with experienced teachers, capable not only of teaching classes on modern methods, but also of supervising and correcting the work of Training College students; that it teaches up to the High Standard examination; that it contains in each of its classes a sufficient number of pupils for practising purposes and that it is in every way fit to be a Practising School.

(2) That a suitable and well-arranged building, sufficiently near to the Practising School, is provided for the College, and is fully equipped with modern furniture, school appliances, and a good educational library.

(3) That the College has a thoroughly efficient teaching staff, able to give model lessons in all the subjects usually taught in schools, and to supervise the work of the students in the Practising School; and that at least one member of the staff is competent to give instruction in the principles underlying modern methods of education.

(4) That the College is provided with a proper laboratory, and with the fittings and apparatus necessary for teaching Physics to a standard somewhat higher than that prescribed for the High School course, and also for teaching elementary Chemistry.

(5) That proper arrangements are made for the teaching of Drill, Music, and Singing.

(6) That the scheme of studies is that laid down in Section III of this chapter, or such other as the Department may approve.

(7) That approved arrangements are made for the boarding and the home supervision of students, in hostels or otherwise.

SECTION II.

Admission to Training Colleges.

ARTICLES 77 AND 78.—(See Twelfth meeting, paragraph 2.)

SECTION III.

Course of Studies.

(1) The special object of a Training College is to teach the students how to teach. Consequently, throughout the course of studies it must be steadily kept in view that the students are to be trained in the practical methods of teaching, and, in order that this may be successfully done, in the principles of that science on which the Art of Teaching is based. The method of instruction must in no way be made to approximate to that of an Arts College, in which the object in view is entirely different. Students of a Training College will be expected to have, on entering the College, a general knowledge of the subjects which they will have to teach as School-Masters, and these subjects will merely be revised, and the students' knowledge of them, where necessary, brought up to date.

(2) Every student will be required to devote a certain prescribed time to—

(a) listening to teachers in the Practising School, and observing and noting their methods;

(b) teaching in the Practising School, from previously prepared notes under the supervision of one of the teachers;

NOTE.—A report on each student's work will be submitted by the supervising teacher to the Principal of the College.

(c) teaching a prescribed number of lessons before the staff and students of the College, who will, on the conclusion of each lesson, criticise it, the Principal afterwards summing up his opinion of it.

(3) The course of studies will occupy two years. The scheme of studies will be as follows, details of what is required in each subject being indicated in the notes appended to this article :—

(a) The Science and Art of Teaching, under which head are included all departments of school management.

(b) English—A special course of reading in English Literature selected by the Inspector; reading; composition; analysis and grammar; some knowledge of the origin and growth of the language, and of its etymology.

(c) Arithmetic—The whole.

(d) Geography—Physical, commercial, and general or political.

(e) History—A selected period of modern English History.

(f) Algebra—To the end of quadratic equations, special attention being given to problems.

(g) Euclid—The first four books, special attention being given to riders and to alternative methods of proof, and to the conditions under which algebraical proof is admissible.

(h) Physical Science—The study to be continued in the direction of the standard required by an Indian University for its First Arts or Intermediate Examination.

(i) A Second Language, if thought desirable.

(j) Political Economy or Logic, as may be thought desirable in consultation with the Inspector, who shall finally decide the point.

(k) Domestic Economy—For women students.

(l) The Kindergarten System—For women students.

(m) Elementary Physiology, if thought desirable and practicable.

Note 1.—*Science and Art of Teaching.*—A book on this subject, approved by the Department, must be studied, but it is on no account to be merely got up as a subject of examination. The chief aim of the combined course of study and training is to give the students an adequate knowledge of the principles governing sound and scientific school methods, and the power to apply these principles to their future work as teachers; and at the same time to enable them to handle and control a class, and to acquire a good manner in teaching, a suitable demeanour, and the use of correct language.

Note 2.—*English.*—The prescribed course should be used, not merely as a study in literature, but also for practice in reading with correct pronunciation, modulation, emphasis and the like. Constant practice in grammar, analysis, and paraphrasing is essential.

Note 3.—*Arithmetic.*—Students are expected to be proficient in Arithemtic when they join the College ; and the teaching will take the form of revision and practice, with a view to ascertaining that the students employ correct methods of working. They will also be practised in explaining the reasons of the processes employed.

Note 4.—*Geography.*—Revision, map-drawing, both on paper and on the black-board, and the supplementing of the students' knowledge where necessary. The intimate connexion of geography with history should be insisted on, and much attention paid to commercial geography.

Note 5.—*History.*—A general knowledge of English and Indian History is pre-supposed. In studying the selected period, attention should be drawn to such portions as are specially likely to be interesting and attractive to children.

Note 6.—*Algebra.*—Revision, special attention being given to methods of working, and to neatness, accuracy, and completeness in setting out the work.

Note 7.—*Euclid.*—Revision, with thorough practice in easy riders. Special attention to be paid to neatness, accuracy, and the setting out of the work.

Note 8.—*Physical Science.*—The subject must be taught mainly by experiment, and the students must be accustomed to handle the apparatus adroitly and to perform all experiments themselves.

Note 9.—*Domestic Economy.*—This must include the practical application of the instruction given, wherever such is possible.

Note 10.—*Kindergarten System.*—This must not be attempted unless there is in the College or School a teacher who thoroughly understands both the system and the principles on which it is based, and unless the College or School possesses everything necessary for illustrating its methods, and for teaching it in a thoroughly satisfactory and practical manner.

Note 11.—*Elementary Physiology.*—Must be taught largely by reference to good models and diagrams, with plenty of suitable illustrations.

Note 12.—*General.*—Every lesson delivered in a Training College or Practising School should be given in such a way as to serve as a model for imitation by the students. That is to say, every teacher should on all occasions be most careful to observe the principles and to follow the methods which are included in the lectures on the Science and Art of Teaching.

Every teacher in a Training College should be careful to instruct the students in the best methods of teaching those subjects for which he is responsible.

SECTION IV.

Examinations.

1. Examinations will be held in the College from time to time by the Principal and his staff, and at the end of each student's course by the Inspector, with particular reference to clause (*c*) below. The object and scope of all these examinations will be to see that the students possess—

(*a*) an adequate knowledge of the subjects ordinarily taught in schools ;

(*b*) an adequate knowledge of the best methods of teaching those subjects;

(*c*) the power to apply this knowledge in practice.

NOTE.—The Inspector will test each student's knowledge of methods, and his skill in using them, by the tests prescribed with that object for candidates for the Proficiency Certificates in Article 65 (*b*) and (*c*). The details of the other examinations and the College time-table are to be settled, when occasion arises, in consultation with the Department.

2. At the termination of his College course, each student shall receive from the Department a letter, certifying that he has received the complete Training College course of instruction in the Science and Art of Teaching ; and if the student has satisfied the Inspector in either or both of the tests prescribed in Article 65 (*b*) and (*c*), this fact also shall be stated in the letter.

SECTION V.

Hostels and Boarding Arrangements.

1. All students under training must reside in approved Hostels or Boarding Houses, unless specially exempted by the Inspector on the recommendation of the Principal.

2. No Hostel will be approved unless the following conditions are satisfied :—

(*a*) That the building is healthy, and sufficiently commodious to allow of quiet, uninterrupted home-work ;

(*b*) That the rules of the Hostel, and the arrangements for the general supervision of the students, including their moral training, comfort, and recreation, are approved by the Department.

NOTE.—It is very desirable that every Hostel or Boarding House should have a reading and recreation room, properly supplied with papers and magazines, especially periodicals bearing on educational subjects.

3. When the above conditions are complied with, grants may be given to Hostels or Boarding Houses, at such a rate for each boarder in residence as may be fixed for each College, with reference to its locality, and to other material conditions affecting its necessary expenditure ; provided that such rate does not amount to more than 75 per cent. of the cost of each boarder.

4. Special grants may be given to Hostels or Boarding Houses towards the provision of necessary furniture or fittings, under the general conditions of Chapter V of this Code. [Now Chapter VII.]

5. Government may, in special cases, pay both the tuition and the boarding fees of students who have been educated in Orphanages or Schools admitting free scholars, and who show a special aptitude for teaching and are likely to adopt it as a profession.

SECTION VI.

Grants.

1. The Managers of a Training College shall be entitled to receive a monthly grant equal to 75 per cent. of the average monthly expenditure on the College in the preceding year, subject to a maximum of Rs. 1,500 a month.

SIXTEENTH MEETING, 9TH MARCH, 1895.

Present:

All the Members, except Mr. Marsden.

1. Mr. Bamford proposed a paragraph in completion of Article 18, referring to schools working in accordance with Course B of Schedule I ; and an additional article, with a note thereto, dealing with the classification of scholars on the lines of a resolution already agreed upon. Both were accepted in the following form :—

COMPLETION OF ARTICLE 18.—*In schools working in accordance with the course prescribed in Schedule I-B, the compulsory subjects therein specified must be taught to every scholar, as one of the conditions necessary for the recognition of the school as "efficient," except in schools for the poor where a variation from the ordinary course of instruction has been sanctioned, as provided for in Article 17A. Optional subjects are not allowed to be taught without the sanction of the Inspector, who will require to be satisfied, in the case of each such subject, that the teacher or teachers concerned are competent to teach it properly, and that its introduction into the curriculum of the school will not prejudicially affect the teaching of the Compulsory subjects. Optional subjects thus sanctioned may be taught either to selected scholars, or to whole classes.*

ARTICLE 18A.—*Subject to the control of the Inspector, the Principal Teacher of a school shall ordinarily be at liberty to place a scholar in different standards for different subjects. It shall, however, be in the power of any Local Government to impose such restrictions upon the classification of scholars as it may think expedient.*

NOTE.—*In schools where the Principal Teacher is permitted to freely classify his scholars in the manner described in this article, every scholar's name shall appear in the Attendance Register of the lowest of those standards in which he may be placed for Reading, Arithmetic, and English Grammar and Analysis.*

2. The Committee then discussed the final chapter of the Code, and decided to revise it as follows :—

CHAPTER VII.

REVISION OF THE CODE.

ARTICLE 111.—*The Local Government may, with the previous approval of the Governor-General in Council, cancel or modify any articles or schedules of this Code, or may introduce new articles.*

ARTICLE 112.—*In accordance with the foregoing article, Local Governments will issue their own Provincial Codes, with such further notes, instructions and appendices as they may consider necessary; and such notes, instructions and appendices will, in each Province, have the same effect as the articles of the Code.*

3. The Secretary was requested to revise the Memorandum of Agreement for Pupil-Teachers (Schedule V), and afterwards to submit it to the Government Solicitor for his approval.

4. The "Form of Trust-deed" was next considered with reference to the question whether it should appear as one of the schedules of the Code, or, as at present, merely as a "Specimen Form" in the Appendix. It was finally agreed that it should appear in the Appendix as a specimen form only.

5. The question of introducing needlework into the Primary and Middle School Examinations was next discussed.

The Committee were unanimously of opinion that its introduction would stimulate the teaching of the subject, and would be welcomed by the schools. They were not agreed, however, as to the possibility of conducting the test in needlework fairly at the Primary and Middle School Examinations, or as to the effect which the necessary restriction of the test to small samples would have upon the training of the girls in useful practical work.

Mr. Cope and Mr. Boutflower were both strongly in favour of its introduction. Mr. Cope said that the Managers of schools in the Punjab were practically unanimous in laying great stress on the desirability of so doing, and they fully approved of the courses in needlework proposed for the Primary and Middle School Examinations in that Province.

Mr. Boutflower said that many Managers in the North-Western Provinces were of opinion that needlework should be one of the subjects of the Scholarship Examinations. He had not found that the limitation of the work to be done in this subject, by the Standards of Examination in Schedule I of the present Code, had checked girls who had taste for the subject from taking up work much in advance of that which they were required to do for the Inspector's examination.

The President was inclined to support the same view, on the ground that what girls chiefly needed was not so much ability to make garments, work which in this country is generally handed over to tailors, as readiness and facility in doing little jobs of mending and darning, such as constantly arise in every household, the capacity for which could be thoroughly tested by examination.

Mr. Bamford said he had given the question much consideration, and had been reluctantly forced to the conclusion that the introduction of needlework, as one of the subjects in the Primary and Middle School Examinations, would tend to discourage that teaching of the practical and useful side of the subject which it was the special object of the new course given in Schedule I-B to foster; and that it would be impossible, in Bengal at any rate, where over 300 girls are examined in one room, to supervise the examination in such a way as to make it certain that no unfair practices could be carried on.

The Punjab proposals, in which girls were to provide their own materials wherewith to do certain definite exercises, were open to the obvious criticism that they offered strong temptation to cheating, as nothing could be easier than for any one so disposed to bring into the examination room not only the materials, but worked specimens also; and to exchange the one for the other during the course of the examination. This had apparently been overlooked by those responsible for the proposals.

This and similar difficulties might, however, be overcome by the Inspector supplying materials; by having the cloth and thread of peculiar colours varied from year to year; and by specially marking each piece of cloth previous to its issue. Such precautions would of course add considerably to the cost of conducting the examination, and there would always remain the risk of girls helping each other, which would be very difficult to guard against where large numbers were examined in the same room, or where the examination was superintended by persons unfamiliar with the work.

There was the other objection, which was probably even more serious than the possibility of cheating. In an examination of the kind proposed, where several varieties of work had to be done in a limited time, no tests could be given beyond a few inches of hemming, stitching, gathering, tucking, etc.; a little knitting, necessarily confined in the Primary Examination to straight-forward work, and in the Middle Examination to a portion only of a stocking—the real difficulty being the knitting of a stocking as a whole; patching; making a button hole and sewing on a button; marking one or more letters; and the darning of regular shaped holes—it being essential that the test should be of uniform difficulty for each girl. Nothing could be attempted in cutting out or in making up a complete garment; in mending old clothes, beyond putting in a patch, which is only one of the many kinds of work from time to time required in doing this; or in darning the irregularly shaped holes in awkward parts of a stocking, which really constitute the difficulty in actual practice. In short, the examination would only test the

girl's ability to work various kinds of stitches (valuable enough when applied to practical purposes, but of little use unless accompanied by this power of application); and it would be absolutely powerless to test whether the girls had been taught how to apply their skill to such useful ends.

The old needlework course given in Schedule I-A was confined to standards of examination, and therefore consisted to a great extent of specimens of work instead of useful applications; but it included "cutting out," which would be impracticable in the Primary and Middle School Examinations. The teachers of every important girl's school in Bengal had been consulted, and they were unanimous in declaring that the necessity for preparing girls to work the specimens required in Schedule I-A, greatly interfered with the training of the girls in work of a more useful character.

If, therefore, the examination by specimens was to be introduced into the vastly more important Primary and Middle School Examinations, it was probable that even less attention than before would be given to work likely to prove serviceable to the girls in after life.

The Venerable Archdeacon Deedes said that, in his experience of women of the poorer class, he had found them compelled to employ tailors to do work which they ought to have done themselves, because, as they themselves asserted, they had never been taught to do useful work in the schools. He therefore feared that it would be other than beneficial to introduce an examination in needlework which could not include any test of practical and useful work.

Brother Fabian agreed with the views of the Archdeacon, although he was sorry that needlework could not be made a subject of examination without thus discouraging the practice of useful work in the schools.

It was finally resolved—

That the introduction of needlework in the Primary and Middle School Examinaitons should be left to the discretion of Local Governments.

This concluded the business before the Committee.

6. The Chairman expressed his obligations to the Committee for the unremitting attention which they had devoted to the work before them; and the Committee then separated.

LETTER OF RECOGNITION FOR TEACHERS.

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is permitted by the Education Department to work as (*a*)———————

This permission may at any time be cancelled, suspended or altered at the discretion of the Inspector.

Dated——————*189* .

———————,

Inspector of European Schools.

(*a*) Principal Teacher of a Primary, Middle, or High School ; or Assistant Teacher in the Primary, Middle, or High Section of a school.

(This foot-note to be printed in the Code, but not on the Certificate.)

CERTIFICATE OF PROFICIENCY IN THE ART OF TEACHING.

---

having passed the ____________________ Examination

in the ____________________,* having taught for fully two years

____________________ †

to the satisfaction of ____________________,

Inspector of European Schools, and having obtained ________ per cent. of the possible marks in the paper on "School Management and the Art of Teaching," set at the High School Examination for European Schools held in the year ________, is therefore awarded this certificate in testimony of ____ skill and ability as a teacher.

The ____________________ *189* . } ____________________, *Director of Public Instruction.*

---

* Fill in Class or Division.

† Fill in the particular class or classes taught, the average number of pupils in such class or classes, and, if the teacher has changed from one class to another during the two years, the period during which each class was taught.

(The foregoing foot-notes to be printed in the Code, but not on the Certificate.)

NOTE.—The possession of this certificate does not entitle the holder to teach in any higher section than that specified in his Letter of Recognition.

[ON REVERSE.]

Record of examinations passed subsequent to the issue of this certificate. Each entry must be vouched for by the Inspector of European Schools of the Province.

1.*____________________________ in the†______________

Attested by____________________________

*Dated*______________. *Inspector of European Schools,*‡

2.*____________________________ in the†______________

Attested by____________________________

*Dated*______________. *Inspector of European Schools.*‡

3.*____________________________ in the†______________

Attested by____________________________

*Dated*______________. *Inspector of European Schools,*‡

4.*____________________________ in the†______________

Attested by____________________________

*Dated*______________. *Inspector of European Schools,*‡

5.*____________________________ in the†______________

Attested by____________________________

*Dated*______________. *Inspector of European Schools,*‡

* Name of the Examination.
† Class or Division.
‡ Province.

No. 33.

CODE OF REGULATIONS
FOR
EUROPEAN SCHOOLS IN BENGAL,
1889-90.

—:=:—

CHAPTER I.

[PRELIMINARY.]

1. A sum of money is annually granted by Local Governments and Administrations for European education in India. This grant is administered by the Education Department of each Local Government or Administration, hereinafter called the Department.

2. The object of the grant is to aid local exertion in maintaining efficient schools for European children, and training colleges for teachers in such schools.

3. The term 'European' is used in this Code to signify any person of European descent, pure or mixed, who retains European habits and modes of life; but the Local Governments shall in all cases of doubt decide the proper application of the term. The term 'scholar' is used to signify European scholar.

(*See Article* 12.)

4. Aid to maintain schools is given by monthly and annual grants to the managers, conditional upon the attendance and proficiency of the scholars, the qualifications of the teachers, and the state of the schools.

5. Every school aided by Government under the provisions of this Code shall be conducted in accordance with the following regulations:—

(*a*) It shall not be required, as a condition of any child being admitted into or continuing in the school as a day-scholar, that he shall attend or abstain from attending any Sunday school or any place of religious worship, or that he shall attend any religious observance or any instruction in religious subjects in the school or elsewhere,

CODE OF REGULATIONS
FOR
EUROPEAN SCHOOLS IN BENGAL,
1895.

—:=:—

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CHAPTER I.

[PRELIMINARY.]

1. A sum of money is annually granted by Local Governments and Administrations for European education in India. This grant is administered by the Education Department of each Local Government or Administration, hereinafter called the Department.

2. The object of the grant is to aid local exertion in maintaining efficient schools for European children, and training colleges for teachers in such schools.

3. The term 'European' is used in this Code to signify any person of European descent, pure or mixed, who retains European habits and modes of life; but the Local Governments shall in all cases of doubt decide the proper application of the term. The term 'scholar' is used to signify European scholar.

4. Every school to which aid is given shall be under the management of a governing body, hereinafter called the managers, who shall be responsible for the maintenance and control of the school, and for the fulfilment of all the conditions upon which the grant is made.

5. Aid is given in the form of (*a*) maintenance grants, under the provisions of Chapters II and VI, or (*b*) building grants, under the provisions of Chapter VII.

6. Every school aided by Government under the provisions of this Code shall be conducted in accordance with the following regulations:—

(*a*) It shall not be required, as a condition of any child being admitted into or continuing in the school as a day-scholar, that he shall attend or abstain from attending any Sunday school or any place of religious worship; or that he shall attend any religious observance or any instruction in religious subjects in the school or elsewhere

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from which observance or instruction he may be withdrawn by his parent, or that he shall, if withdrawn by his parent, attend the school on any day exclusively set apart for religious observance by the religious body to which his parent belongs.

(*b*) The time or times during which any religious observance is practised, or instruction in religious subjects is given, at any meeting of the school, shall be either at the beginning or at the end, or at the beginning and the end of such meeting, and shall be insertad in a time-table to be kept permanently and conspicuously affixed in every school-room; and any day-scholar may be withdrawn by his parent from such observance or instruction without forfeiting any of the other benefits of the school.

(*c*) The school shall be open at all times and in all its departments to the inspection of the departmental Inspector, so, however, that it shall be no part of the duties of such Inspector to enquire into any instruction in religious subjects given at such school, or to examine any scholar therein in religious knowledge, or in any religious subject or book.

6. No grant is made for or in respect of:—

(*a*) any instruction in religious subjects;

(*b*) any school which is not subject to the inspection of the Department;

(*c*) any school in which the number of non-Europeans exceeds 25 per cent. of the total number of scholars, or such smaller percentage as the Local Government may, by special order, prescribe for any particular school or place;

(*d*) any school with an average daily attendance of less than 12 European scholars, unless, in the opinion of the Department, the circumstances of the school are such that it is likely to be maintained in efficiency;

(*e*) any school or department of a school which the Local Government declares to be unnecessary or unsuited to the requirements of the locality.

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from which observance or instruction he may be withdrawn by his parent; or that he shall, if withdrawn by his parent, attend the school on any day exclusively set apart for religious observance by the religious body to which his parent belongs.

(*b*) The time or times during which any religious observance is practised or instruction in religious subjects is given, at any meeting of the school, shall be either at the beginning or at the end, or at the beginning and the end of such meeting, and shall be inserted in a time-table to be kept permanently and conspicuously affixed in every school-room; and any day-scholar may be withdrawn by his parent from such observance or instruction without forfeiting any of the other benefits of the school.

(*c*) The school shall be open at all times and in all its departments to the inspection of the departmental Inspector, so, however, that it shall be no part of the duties of such Inspector to enquire into any instruction in religious subjects given at such school, or to examine any scholar therein in religious knowledge, or in any religious subject or book.

7. No grant is made:—

(*a*) on account of instruction in religious subjects;

(*b*) to any school which is not subject to the inspection of the Department;

(*c*) on account of non-European scholars or of scholars under three years of age;

(*d*) to any school in which the number of non-Europeans exceeds 25 per cent. of the total number of scholars, or such smaller percentage as the Local Government may, by special order, prescribe for any particular school or place;

(*e*) to any school with an average daily attendance of less than 12 European scholars, unless, in the opinion of the Department, the circumstances of the school are such that it is likely to be maintained in efficiency;

(*f*) to any school or department of a school which the Local Government declares to be unnecessary or unsuited to the requirements of the locality;

Code of Regulations for European Schools in Bengal, 1889-90.	*Code of Regulations for European Schools in Bengal, 1895.*
(*f*) any school the income of which from all sources is sufficient, in the opinion of the Local Government, to maintain it in efficiency.	(*g*) to any school the income of which from all sources is sufficient, in the opinion of the Local Government, to maintain it in efficiency;
	(*h*) to any school which is conducted for private profit, or which is farmed out by the managers to the teachers. NOTE.—To any school now receiving a grant under the Code, which would be debarred from such grant by the operation of clause (*h*), this clause shall not apply so long as the school remains in the possession of its present proprietors.
7. No school shall be placed on the list of those to which grants may be made until an application is sent to the Department of the province in which the school is situated. The application shall contain the following particulars, according to a form supplied by the Department :—	8. No school shall be placed on the list of those to which maintenance grants may be made until an application is sent to the Department. The application shall contain the following particulars, according to a form supplied by the Department :—
(*a*) Class of school.	(*a*) Class of school.
(*b*) Names and qualifications of the teachers.	(*b*) Names and qualifications of the teachers.
(*c*) Number of scholars in each standard (Schedule I).	(*c*) Number of scholars in each standard (Schedule I).
(*d*) Scale of fees.	(*d*) Scale of fees.
(*e*) Probable income from all sources, other than the grant.	(*e*) Probable annual income from all sources other than the grant.
	(*f*) Proposed annual expenditure, under the following heads:—rent and taxes, teachers, servants, furniture and apparatus, books and stationery, repairs, miscellaneous.
The Inspector shall thereupon visit and report on the school.	The Inspector shall thereupon visit and report on the school.
8. If the application is approved, the Department will inform the managers from what date the school will be regarded as coming under the Code, and in what month the Inspector will make his annual visit. The month will remain unaltered, unless the Department informs the managers of a change. Notice of the day of the Inspector's annual visit will be given beforehand to the managers.	9. If the application is approved, the Department will inform the managers from what date the school will be regarded as coming under the Code, and the amount of grant temporarily awarded. If the application is rejected, the grounds of rejection shall be notified by the Department to the managers.
	10. The amount of the temporary grant referred to in the preceding article shall be fixed at 75 per cent. of the amount which, in the judgment of the Inspector after visiting the school, it would be likely to earn. As soon as the permanent character of the school is established, it shall be made subject to the provisions of Section II of Chapter II.
9. The Inspector may visit an aided school at any other time without notice.	11. The Inspector may visit an aided school at any time with or without notice.
10. No grant is sanctioned except on a report from the Inspector, unless some unforeseen cause makes it impossible for him to visit and report upon the school.	(*Cancelled.*)
11. The managers of a school must appoint a correspondent with the Department, and must at once give notice to the Department of any change of correspondent.	12. The managers of a school must appoint a correspondent with the Department, and must at once give notice to the Department of any change of correspondent.

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12. By managers are meant those who have the financial and general control of the school.

CHAPTER II.

GRANTS FOR THE MAINTENANCE OF SCHOOLS.

SECTION I.—*Preliminary.*

13. Except when otherwise stated, all the grants in the Code are annual grants.

14. Before any grant is made to a school the following conditions must be satisfied:—

(*a*) That the school is conducted in accordance with Article 5.

(*b*) That the school premises are healthy, well lighted, drained and ventilated; are properly furnished and supplied with suitable offices, and contain sufficient accommodation for the scholars attending the school.

NOTE (*a*).—The Inspector may call upon the Civil Surgeon to furnish him with a report upon the sanitary arrangements of the school.

NOTE (*b*).—For the present 12 square feet in each class-room will be required for every scholar in average daily attendance,* or, if more than one class is taught in the same room, 16 square feet.

(*c*) That the studies are conducted in accordance with a time-table, of which a copy shall be submitted to the Department. Any subsequent change in the time-table must be communicated to the Department.

(*See note to Article 37.*)

* The average daily attendance for any period is found by adding together the attendances of all scholars for that period, and dividing the sum by the number of full meetings within the same period; the quotient is the average daily attendance.

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The correspondent must in every case be approved by the Department.

(*See Article 4.*)

13. The interpretation of any article in this Code shall rest with the Department.

CHAPTER II.

GRANTS FOR THE MAINTENANCE OF SCHOOLS.

SECTION I.—*Preliminary Conditions.*

(*Cancelled.*)

14. Grants are continued to such schools only as satisfy the following conditions:—

(*a*) That the school is conducted in accordance with Article 6.

(*b*) That the school premises are properly drained, and healthy in other respects; that the buildings are well constructed and safe; that the rooms are properly lighted, ventilated, and (if need be) warmed, and that they are, as far as possible, well arranged for teaching; that in the case of boarding schools, proper arrangements are made for boarders; that the school is provided with all necessary offices, and that these and the premises generally are kept clean; that it contains sufficient accommodation for the scholars attending the school; and that it is properly supplied with furniture, books, maps, and other apparatus.

NOTE (1).—The Inspector may call upon the Civil Surgeon to furnish him with a report upon the sanitary arrangements of the school.

NOTE (2).—Rooms used for teaching purposes should provide 12 square feet per scholar where only one class is taught, and 16 square feet per scholar where more classes than one are taught in the same room; the calculation being made for each room on the average daily attendance of scholars taught in that room. The average daily attendance for any period is found by adding together the attendances of all scholars for that period, and dividing the sum by the number of full meetings within the same period; the quotient being the average daily attendance.

NOTE (3).—The sleeping space allotted to each boarder must be declared by competent medical authority to be sufficient for the purposes of health. In administering this article, the Department will endeavour to secure a provision, for each child under 12, of not less than 40 superficial feet and 400 cubic feet; and, for each child above 12, of not less than 48 superficial feet and 480 cubic feet. When a boarding school is hereafter erected with the aid of a building grant (Chapter VII), the internal space provided for each boarder must be in accordance with measurements stated in this article.

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(*d*) That the staff of teachers is sufficient, and in day-schools that the principal teacher is certificated. In night schools the principal teacher need not be certificated.

[*See Article 14* (*c*).]

15. Every school receiving a grant shall comply with the following conditions:—

(*a*) Any changes in the school staff and management during the course of the year shall at once be communicated to the Department.

(*b*) All returns called for by the Department shall be duly made.

(*c*) The admission, daily attendance, and withdrawal of the scholars shall be registered by, or under the supervision of, the principal teacher.

(*d*) Accounts of income and expenditure shall be kept by the managers, regularly audited, and submitted to the Department annually.

16. Schools and departments of schools aided under this Chapter shall be classed as Primary, Middle, or High, according to the highest standard of instruction (Schedule I) taught in them.

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(*c*) That the staff of teachers is sufficient and competent, and that each teacher has received from the Inspector the Letter of Recognition specified in Article 53, as a teacher for that section of the school in which he is to work.

(*d*) That the studies are conducted in accordance with a time-table, of which a copy shall be submitted to and approved by the Department; such approval to apply to the subjects of study as well as to their arrangement. Any subsequent change in the time-table must be communicated to and approved by the Department.

(*e*) That the scholars are satisfactorily taught in accordance with the provisions of Article 19.

NOTE (1).—Any aided school which shall be proved to have violated the condition laid down in (*a*) above shall receive no further aid from the Department.

NOTE (2).—Schools shall only be considered efficient, when they satisfy the conditions laid down in (*b*), (*c*), (*d*), and (*e*) above.

NOTE (3).—Should an aided school cease to be efficient, the managers shall be warned of the fact, and the grounds on which it is considered to be inefficient fully stated. A reasonable time, to be determined by the Department, shall then be allowed for improvement, after the lapse of which, further Government aid will be withheld should the school be still inefficient.

15. Every school receiving a grant shall comply with the following requirements:—

(*a*) Any change in the constitution of the governing body, or any addition to or reduction in the school staff, shall be at once reported to the Department.

(*b*) All returns called for by the Department shall be duly made.

(*c*) The admission, daily attendance, and withdrawal of the scholars shall be registered by, or under the supervision of, the principal teacher.

(*d*) Accounts of income and expenditure shall be kept by the managers, regularly audited by a competent person not in any way connected with the school, and submitted to the Department annually.

NOTE.—The condition as to audit by an independent person need not be insisted on in the case of small schools, or schools in out-of-the-way places.

(*e*) The school shall be open to inspection throughout all its departments, in order that the Inspector may satisfy himself that the conditions specified in Article 14 are complied with.

16. Schools aided under this chapter shall be graded by the Department as Primary, Middle, or High, after inquiry by the Inspector as to:—

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Those teaching to a standard not above IV shall be classed as Primary; those teaching to a standard above IV and not above VII as Middle; those teaching to the final standard of the Schedule shall be classed as High Schools.

NOTE.—If from any cause the managers of a school desire to raise its grade, they must submit a fresh application under Article 7, otherwise the school will receive no grant for the classes added to change its grade.

17. The subjects of instruction in aided schools shall be as follows:—

(*a*) In the primary and middle departments, the elementary class, and special subjects of Schedule I.

(*b*) In the high department, the subjects prescribed for the final examination of Schedule I.

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(*a*) the standard [primary, middle, or high as determined by the requirements of the primary school, middle school, and high school examination respectively] up to which there is a real, and likely to be a permanent, demand for instruction in the school;

(*b*) the competence of the school staff to teach up to that standard, and its sufficiency for the number of classes in the school.

17. Scholars shall be arranged in sections or divisions as follows:—

In any school the scholars below Standard I shall form the Infant Section of that school. Scholars studying in Standards I to IV shall form the Primary Section. Scholars studying in Standards V to VII shall form the Middle Section. Scholars studying beyond Standard VII for the high school examination, or such other examinations as may be specially recognised for this purpose by the Local Government,* shall form the High Section. Except with the previous consent of the Inspector, no scholar shall be promoted or admitted to the middle section of a school unless he has passed the primary school examination, nor to the high section unless he has passed the middle school examination.

*NOTE.—The following examinations have been recognised for this purpose by the Local Government:—

18. Schools graded as primary shall, ordinarily, only be entitled to teach scholars in the infant and primary sections. Schools graded as middle shall, ordinarily, only be entitled to teach scholars in the infant, primary, and middle sections. Schools graded as high shall be entitled to teach scholars in the infant, primary, middle and high sections.

In special circumstances, a primary or middle school may be permitted by the Inspector to teach one or more scholars belonging to a higher section than the grade of the school would otherwise warrant.

If the circumstances of a school change, it may be raised or lowered in grade.

19. The subjects of instruction in aided schools shall be in accordance with either Course A or Course B of Schedule I, as may be determined by the Department; but scholars in the high section may be prepared for any of the examinations specified in the note to Article 17, instead of the high school examination, and the course in the middle and primary sections may, if necessary, be modified by the provisions of Article 20.

The courses prescribed in Schedule I may be modified by the Local Government.

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18. In primary and middle schools and departments the following order of instruction must be observed :—

Elementary subjects (reading, writing, and arithmetic) must be taught to every scholar in a school.

Class subjects must be taught to every scholar in a class.

Special subjects may be taught to individual scholars.

NOTE.—All scholars reading the same standard in elementary subjects form one class.

(Compare note to Article 18.)

SECTION II.—*Grants to Day Schools.**

19. A school which has held not less than 400 full school meetings during the year may receive aid under this section.

If a school has held less than 400 full school meetings during the year, a proportionate reduction shall be made in the grants

* This section applies to all day schools in which the standards described in Schedule I are taught. For special rules for boarding establishments connected with day schools, see Articles 63, 39.

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20. Schools for the poor may, with the previous sanction of the Department, substitute a course of training in various kinds of useful practical work, such as those specified in Article 33 (*c*), for one or more of the subjects included in Schedule I, without reduction of grant.

21. In schools working up to the standards of examination prescribed in Schedule I-A., the Elementary subjects, reading, writing, and arithmetic, are compulsory. Among the Class subjects, needlework is compulsory for girls ; the rest are optional, but such of them as are selected to be taught in any class should generally be taught to all the scholars in that class. The Special subjects are all optional, and may be taught either to selected scholars, or to whole classes.

22. In schools working in accordance with the course prescribed in Schedule I-B., the Compulsory subjects therein specified must be taught to every scholar, as one of the conditions necessary for the recognition of the school as "efficient," except in schools for the poor where a variation from the ordinary course of instruction has been sanctioned as provided for in Article 20. Optional subjects are not allowed to be taught without the sanction of the Inspector, who will require to be satisfied, in the case of each such subject, that the teacher or teachers concerned are competent to teach it properly, and that its introduction into the curriculum of the school will not prejudicially affect the teaching of the Compulsory subjects. Optional subjects thus sanctioned may be taught either to selected scholars, or to whole classes.

23. Subject to the control of the Inspector, the principal teacher of a school shall ordinarily be at liberty to place a scholar in different standards for different subjects. It shall, however, be in the power of any Local Government to impose such restrictions upon the classification of scholars as it may think expedient.

NOTE.—In schools where the principal teacher is permitted to freely classify his scholars in the manner described in this article, every scholar's name shall appear in the attendance register of the lowest of those standards in which he may be placed for Reading, Arithmetic, and English Grammar and Analysis.

SECTION II.—*Calculation of Maintenance Grants.*

A.—Day Schools.

24. By a "full school meeting" is meant a period of two hours of secular instruction on the same day ; or, if two school meetings are held on the same day, neither of them being for a period of less than one hour of secular instruction, they shall be reckoned as two "full school meetings" if they include together not less than four hours of secular instruction. In no case may more than two school meetings be counted on the same day.

Code of Regulations for European Schools in Bengal, 1889-90.	*Code of Regulations for European Schools in Bengal, 1895.*
payable under this section, and in the number of attendances required under Article 23.	
NOTE (1).—The school year is reckoned as ending with the last day (inclusive) of the month preceding that fixed for the Inspector's annual visit (Article 8).	
NOTE (2).—School meetings held before the school comes under the operation of the Code (Article 8) will not be counted for the purposes of this article.	
	In the infant section of a school, a period of one hour and a half of secular instruction shall be considered as a full school meeting.
20. By a "full school meeting" is meant a period of two hours of secular instruction on the same day—	25. To be entitled to the full grants under this section, a school shall have held not less than 380 full school meetings during the year.
(*a*) In infant schools and departments a period of one hour and a half of secular instruction shall be considered as a full school meeting.	If a school has held less than 380 full school meetings during the year, a proportionate reduction shall be made in the grants payable under this section.
(*b*) In no case can more than two school meetings be counted on the same day.	NOTE (1).—The school year shall ordinarily correspond with the calendar year; but if an annual examination on a fixed date be retained, the school year may be reckoned as ending with the last day (inclusive) of the month preceding that fixed for the Inspector's annual visit.
(*c*) Attendances may not be reckoned for any scholar under three years of age.	NOTE (2).—This article shall not be binding in the case where a full year has not elapsed since the school was placed under the Code (Article 9).
	26. By the term "ordinary attendance" in the following articles shall be understood "the average attendance at 350 of the best attended school meetings during the year," unless the Local Government declares that it shall mean "the average daily attendance during the school year."
	NOTE (1).—Attendances may not be reckoned either for non-Europeans, or for scholars under three years of age.
	NOTE (2).—Scholars who are necessarily absent from a school meeting for attendance at any public examination, at class firing, or at battalion drill, may be credited with attendances at such school meeting.
21. For every scholar in average daily attendance during the school year the following attendance grants may be claimed by the managers:— For the first 25. Rs. 12 per scholar. For the next 25. " 6 "	
For children who are not presented for examination by standards, a uniform attendance grant shall be made at a rate not exceeding Rs. 12 for each child, provided the Inspector is satisfied with the arrangements for their instruction. Of this grant Rs. 3 will be withheld in the case of girls if satisfactory instruction is not given in needlework.	(*Articles 21 to 31 of the old Code are cancelled.*)
22. The managers may also claim the following sums calculated on the average daily attendance:—	
(*a*) A sum, at the discretion of the Inspector, not exceeding Rs. 100 when the number does not exceed 25, and Rs. 3 for each additional scholar, for discipline, organisation, apparatus, and method of instruction.	
(*b*) Annas 8 (or Re. 1), if singing by ear (or from notes) is taught to the satisfaction of the Inspector.	

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(*c*) Annas 8, if systematic training in drill or gymnastics is given to boys above eight years of age without extra charge.

NOTE.—The Inspector will bear in mind, in reporting on the organisation and discipline of a school, the results of any visit without notice (Article 9) made in the course of the year. To meet the requirements respecting discipline, the managers and teachers will be expected to satisfy the Inspector that all reasonable care is taken in the ordinary management of the school to bring up the children in habits of punctuality, of good manners and language, of cleanliness and neatness; and also to impress upon the children the importance of cheerful obedience to duty, of consideration and respect for others, and of honour and truthfulness in word and act.

23. For scholars who are presented for examination by Standards I to VII of Schedule I, and who have attended 240 full school meetings during the year, the managers may claim the following instruction grants :—

(*a*) Each elementary subject—Rs. 4 for every scholar passing in that subject.

(*b*) Each class subject—Rs. 4 for every scholar passing in that subject, if 50 per cent. of the scholars examined in it satisfy the Inspector.

(*c*) Each special subject—Rs. 4 for every scholar passing in that subject.

(*d*) Object lessons—Rs. 2 for every scholar present on the day of examination in the classes to which such lessons are given to the satisfaction of the Inspector.

NOTE (1).—No child under six years of age shall be presented for examination by standards.

NOTE (2).—No scholar shall be examined in any subject unless the time-table has provided for continuous instruction in that subject throughout the year.

NOTE (3).—When a scholar has been transferred from one school to another in the course of the year, his attendance at the former school will be counted if shown in his scholar's register (Article 43). If a scholar is transferred from a school in a province where scholar's registers are not kept, his attendance at the former school will be counted if certified to by the principal teacher of that school.

NOTE (4).—The results of the examination of each scholar shall be communicated to the managers.

24. (*a*) No instruction grant may be claimed under Article 23 on account of any scholar who fails to pass in two elementary subjects.

(*b*) No grant may be claimed for class subjects under Article 23 (*b*) on account of any class in which the number of passes in elementary subjects falls below 40 per cent. of the whole number of scholars presented in those subjects. If the number of such passes falls below 60 per cent., the grant shall be reduced by one-half.

(*c*) No grant may be claimed for special subjects under Article 23 (*c*) on account of any class in which the number of passes in elementary subjects was below 60 per cent. of the whole number of scholars present in those subjects.

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25. (*a*) Any scholar presented for examination must be presented under the same standard in all subjects.

(*b*) For any scholar who, having passed in all the elementary subjects of any standard in one year, passes in all the elementary subjects of the standard next but one above it in the following year, the managers may claim double the grants allowable under Article 23.

(*c*) If a scholar fails in any subject, he may in the following year be presented either by the same or by any higher standard; if presented again by the same standard, he is eligible for grants in those subjects only in which he has not previously earned a grant.

(*d*) If a scholar fails in two successive years in the same elementary subjects, no grant shall be given on his account for class or special subjects.

Note.—This rule shall only apply when the child is eligible for grants in both years.

26. All the scholars on the rolls at the time of the Inspector's annual visit must be presented for examination; but those scholars who have not made the prescribed number of attendances shall not be considered in calculating the percentage of passes under Article 24. If any scholar is (without a reasonable excuse) withheld from examination in any subject, he shall be considered to have failed in that subject.

27. For any scholar in a high school, whose name has been on the rolls of that school not less than one full year, and who is presented for examination by the final standard of Schedule I, the managers may claim the following instruction grants:—

(1) Rupees 80 for every scholar passing in three compulsory subjects.

(2) Rupees 120 for every scholar passing in four compulsory subjects.

(3) Rupees 160 for every scholar passing in all the compulsory subjects.

(4) Rupees 25 for each pass in an optional subject.

No grant can be claimed for optional subjects on account of any scholar who fails to earn a grant in the compulsory subjects.

28. A scholar who does not pass in all the compulsory subjects may be again presented for examination in the following year. If he then passes, the managers may claim on his account the full grant payable under Article 27, less any amount that may have been earned by him in the preceding year.

Code of Regulations for European Schools in Bengal, 1895.

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29. Persons who are not eligible for grants under Article 27 may be admitted to the examination by the final standard of Schedule I. The examination shall be held at the times and places indicated in Chapter VI for the scholarship examination. The names of the successful candidates shall be arranged in two divisions. Those who obtain 60 per cent. of the marks in the compulsory subjects shall be placed in the first division, and those who obtain 40 per cent. in the second division.

30. If a school in which instruction is given beyond Standard VII adopts as a final standard any other than that of Schedule I, it shall be in the power of the Local Government to give a fixed monthly grant to the school on account of such instruction in addition to any grants earned under the preceding articles.

31. During each year the school shall receive monthly a sum equal to one-twelfth of the total amount earned during the preceding year, as determined by the Inspector at the annual examination.

If a school is closed before the end of the school year, the grant will cease from the date on which the school is closed.

NOTE.—If a school has been open for less than twelve months (Article 19), the denominator of the fraction shall be the number of months during which the school has been under the Code.

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(*See Article 103.*)

27. Maintenance grants may be of three kinds:—

(*a*) Ordinary grants.

(*b*) Free-scholar grants.

(*c*) Special grants.

28. The ordinary and free-scholar grants are annual grants for the year beginning on the 1st April; they are to be calculated, according to the scales given below, upon attendances made during the calendar year (January to December) last completed; and are payable to the school in one sum on or after the 1st April, unless otherwise ordered by the Local Government.

Special grants to be of whatever amount, and payable at whatever time and in whatever manner, may appear to the Local Government to best meet the circumstances of each particular case.

29. The following are the scales for the calculation of Ordinary grants:—

A. For the Ordinary grant to the Infant Section in Day Schools.

Rupees 20 for each of the first ten scholars in ordinary attendance.

Rupees 15 for each of the second ten scholars in ordinary attendance.

Rupees 10 for each of the remaining scholars in ordinary attendance.

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(*See Article 39.*)

(*See Article 38.*)

32. A special grant, to be determined by the Local Government, may, on the recommendation of the Inspector, be made (*a*) to schools

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B. For the Ordinary grant to the Primary Section in Day Schools.

Rupees 25 for each of the first twenty scholars in ordinary attendance.

Rupees 20 for each of the second twenty scholars in ordinary attendance.

Rupees 15 for each of the remaining scholars in ordinary attendance.

C. For the ordinary grant to the Middle Section in Day Schools.

Rupees 40 for each of the first twenty scholars in ordinary attendance.

Rupees 30 for each of the second twenty scholars in ordinary attendance.

Rupees 20 for each of the remaining scholars in ordinary attendance.

D. For the ordinary grant to the High Section in Day Schools.

Rupees 120 for each of the first five scholars in ordinary attendance.

Rupees 90 for each of the second five scholars in ordinary attendance.

Rupees 50 for each of the remaining scholars in ordinary attendance.

30. The following are the scales for the calculation of Free-scholar grants :—

Rupees 2 for each free day-scholar in average attendance.

Rupees 8 for each free boarder in average attendance.

Note.—The scales given in this and in the preceding article may be modified as thought necessary by the Local Government.

31. In lieu of the grant for each free boarder specified in Article 30, a special grant may be made to orphanages and other schools in which free scholars are maintained, in aid of the boarding charges of scholars educated therein, provided that the amount of such grant does not exceed (*a*) one-half of the total cost of their maintenance, (*b*) the rate of Rs. 6 a month for each boarder.

32. A special grant, to be fixed by the Department, may be made to boarding schools in aid of the boarding charges of children residing in places in the province where there is no school of a standard suited to their requirements, provided that the Magistrate of the district certifies, after inquiry, that the parents or guardians of such children are too poor to pay the full boarding charges. The amount of this grant shall not exceed Rs. 6 a month on account of each such boarder.

Note.—No grant shall be made under this Article on account of scholars reading beyond Standard VII.

33. Special grants, to be determined by the Local Government, may, on the recommendation of the Inspector, be made:—

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in places where there is a small or poor European population; (*b*) to schools newly established or newly brought under the Code; (*c*) for any other reasons which the Local Government may consider sufficient.

NOTE.—This grant shall not be taken into account in making reductions under Section V.

33. In substitution of the grants which may be earned under these rules, special fixed grants may be made with the sanction of Government to certain schools. Accordingly, schools whose permanent character is established may be put by the Department on a special list, and such schools shall receive a fixed grant annually for a term of five years and payable at a fixed date each year. In the absence of agreement to the contrary, such schools must conform to the rules laid down in this Code, and the annual grant shall be conditional upon the Inspector certifying to the continued efficiency of the school. Any school on the special list may, with the consent of the Department, present all its scholars for examination at the close of the school year, and the results of the examination of each scholar shall be communicated to the managers. The results of this annual examination shall not, however, be taken into consideration by the Inspector when reporting upon the efficiency of the school.

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(*a*) to schools in places where there is a small or poor European population;

(*b*) to schools newly established or newly brought under the Code;

(*c*) to schools for the education of the poor, to provide materials for and instruction in drill, gymnastics and athletics, drawing, object-lessons leading up to elementary physics, household duties (in girls' schools only), and in such other subjects, including short-hand and type-writing, modelling in clay, carpentry, and smith's work, as the Local Government may for this purpose approve, and for the apparatus required for instruction in these subjects; provided that additional expenditure is incurred on account of such instruction, and that the ordinary grant is considered insufficient;

(*d*) to orphanages and other schools in which free scholars are admitted, (1) by way of compensation for any reduction of their grants under the operation of Article 38; and (2) on account of fees for the admission of poor scholars to the examinations specified in Chapter VIII;

(*e*) to practising schools attached to training colleges, for the payment of their teachers;

(*f*) for any other reason which the Local Government may consider sufficient.

NOTE.—These grants shall not be taken into account in making reductions under Section III of this chapter.

34. In substitution of the grants which may be earned under these rules, grants either determined by the results of examination, or fixed in amount for a term of years, may be given to schools which for any reason it is thought undesirable to bring under the preceding articles. The conditions under which these grants will be given shall be determined by the Local Government.

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SECTION III.—*Grants to Night Schools.*

34. Grants may be given to night schools for boys, provided that the scholars admitted to the school are certified by the managers to be beneficially and necessarily employed during the day.

35. The rules for grants to day schools (Section II) shall apply also to night schools, with the following changes:—

(*a*) By a "full school meeting" is meant a period of not less than one hour of secular instruction.

(*b*) The number of full school meetings in the year must be not less than 80, and to qualify for an instruction grant a scholar must attend not less than 50 full school meetings.

(*c*) The attendance grants shall ordinarily be at one-third of the rates prescribed in Article 21, but the Local Government may, for special reasons, fix other rates for particular schools or places.

(*d*) The number of class and special subjects to be taught in each school shall be determined by the Inspector. For the purpose of calculating the grants, all such subjects shall be treated as special subjects.

(*e*) Any scholar who has passed by Standard V may, with the sanction of the Inspector, substitute for the full course prescribed for day schools a special course consisting of Arithmetic and one or more of the following subjects:—

Mathematics Elementary Science Drawing	of Standards VI and VII.
Mathematics Drawing Elementary Physics Ditto Chemistry	of the final Standard of Schedule I.

To such scholars the provisions of Article 25 (*a*) shall not apply.

(*f*) Any other subject sanctioned by the Department may be taken as a special subject, provided that a graduated course of teaching it is submitted to, and approved by, the Inspector.

SECTION IV.—*Grants to Boarding Schools.*

36. Grants may be given under this section to boarding establishments, in addition to the grants payable under Section II to the day schools with which they are connected.

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B.—Night Schools.

35. Grants may be given to night schools for boys, provided that the scholars admitted to the school are certified by the managers to be beneficially and necessarily employed during the day.

36. The grants are given under the following conditions:—

(*a*) By a "full school meeting" is meant a period of not less than one hour of secular instruction.

(*b*) The number of full school meetings in the year must be not less than 80.

(*c*) A night school may adopt any graduated course of studies suitable to its requirements subject to the previous approval of the Inspector.

37. Grants to night schools are calculated on the following scale:—

Rupees 12 for each of the first twenty scholars in average attendance.

Rupees 8 for each of the remaining scholars in average attendance.

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37. A yearly grant, not exceeding Rs. 3, may, on the report of the Inspector, be made for each boarder, according to the average number in residence during the year, if the organisation, discipline, sanitation, and domestic arrangements are satisfactory.	(*Articles 36 and 37 of the old Code are cancelled.*)
NOTE.—The sleeping space allotted to each boarder must be declared by competent medical authority to be sufficient for the purposes of health. In administering this article the Department will endeavour to secure a provision, for each child under 12, of not less than 40 superficial feet and 400 cubic feet, and for each child above 12, of not less than 48 superficial feet, and 480 cubic feet. When a boarding school is hereafter erected with the aid of a building grant (Chapter V), the internal space provided for each boarder must be in accordance with the measurements stated in this article.	[*See note* 3 *to Article 14* (*b*).]
38. A special grant, to be fixed by the Department, may be made to boarding schools in aid of the boarding charges of children residing in places where there is no school of a standard suited to their requirements, provided that the Magistrate of the district certifies, after enquiry, that the parents or guardians of such children are too poor to pay the full boarding charges. The amount of this grant shall not exceed Rs. 5 a month on account of each such boarder.	(*See Article 32.*)
NOTE.—No grant shall be made under this article on account of scholars reading beyond Standard VII.	
39. A special grant may be made to free schools and orphanages in the aid of the boarding charges of scholars educated therein, provided that the amount of such grant does not exceed (*a*) one-half of the total cost of their maintenance, (*b*) the rate of Rs. 5 a month for each boarder.	(*See Article 31.*)
SECTION V.—*Reduction of Grants.*	SECTION III.—*Reduction of Grants.*
40. If the amount earned under Sections II and III exceeds the income of the school from all sources other than the grant, it shall be reduced by the amount of that excess.	38. If the amount earned under Section II of this chapter exceeds the income of the school from all sources other than Government grants, it shall be reduced by the amount of that excess.
NOTE.—In calculating the income of the school under this Article boarding fees shall not be included.	NOTE 1.—In calculating the income of the school under this Article boarding fees shall not be included. NOTE 2.—In the accounts of any school in which members of a Religious Order are employed as teachers and receive no fixed salaries, the managers shall be entitled, for the purpose of this article, to add on each side of the account, but below the balanced statement of actual income and expenditure, an amount equivalent to the difference between the salaries of such teachers actually paid and their salaries calculated at the current market rate; these amounts to be styled respectively "contributions not actually received," and "salaries not actually paid." The final decision as to the current market rate of such salaries shall rest with the Department.
41. Any grant may be withheld or reduced if the conditions of Articles 14 and 15 are not observed, or if, on the Inspector's report, there appears to be any serious reason for so doing. In every such instance an enquiry, at which the manager shall be allowed full opportunity of explanation, shall be made by the Department, the result of which shall be communicated to the managers. If the defects are capable of immediate or early removal, the managers shall, on the first occasion, be allowed a reasonable time, to be fixed by the Department, to remedy them, and if they are remedied, the grant shall not be withheld or reduced.	39. Any grant may be withheld or reduced if the conditions of Article 14 and 15 are not observed, or if, on the Inspector's report, there appears to be any sufficient reason for so doing. A copy of the Inspector's report shall, in such case, be communicated to the managers, who shall have an opportunity of making to the Department any representation that they may think fit on such report.

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42. If the income of any high school from all sources is large enough, in the opinion of the Department, to render the full grant, claimable under Section II, unnecessary for the efficient maintenance of the school, a reduction shall be made in its amount. The proportion of the full grant that may be claimed shall be fixed from time to time by the Department, and shall be notified beforehand to the managers.

SECTION VI.—*Registers.*

43. Every scholar in a school receiving grants must be provided with a "scholar's register"* (see Schedule IV), showing his age, attendance, and proficiency at every stage of his school course. This register must be deposited with the principal teacher on admission to the school, and must be shown to the Inspector when required. When a scholar leaves the school, the principal teacher must enter in his scholar's register the number of attendances made up to the date of leaving, and must, when application is made for it, deliver up the scholar's register to the principal teacher of any other school into which the scholar may be admitted.

44. In every school receiving grants the managers must provide out of the school funds :—

(*a*) the Code for the year ;

(*b*) registers of admission and attendance ;

(*c*) a log-book, stoutly bound ;

(*d*) a portfolio to contain official letters.

45. The principal teacher must from time to time make an entry in the log-book, showing the visits of managers, the progress of the various classes, and other facts concerning the school or its teachers, such as commencements of duty, caution, illness, etc., which are likely to be required for future reference. The remarks of the Inspector, after his annual visit, when communicated to the managers, must be copied *verbatim* into the log-book.

Every entry in the log-book must refer to facts ; general expressions of opinion are to be excluded. No entry once made in the log-book may be removed, nor may it be altered otherwise than by a subsequent entry.

46. At the commencement of each school year the name of every teacher and pupil-teacher who is to form part of the school staff

*Scholar's registers, as well as transfer certificates (Article 15), can be obtained at the Catholic Orphan Press, 4, Portuguese Church Street, Calcutta.

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40. If the income of any school from all sources is large enough, in the opinion of the Department, to render the full grant claimable under Section II of this chapter unnecessary for the efficient maintenance of the school, a reduction shall be made in its amount.

CHAPTER III.

REGISTERS.

(*Cancelled.*)

41. In every school receiving grants, the managers must provide out of the school funds :—

(*a*) the latest edition of the Code ;

(*b*) an admission register ;

(*c*) attendance registers ;

(*d*) a log-book, stoutly bound ;

(*e*) a portfolio to contain official letters and documents.

42. The principal teacher must from time to time make entries in the log-book, showing the visits of managers, the progress of the various classes, and other facts concerning the school or its teachers, such as commencements of duty, cautions, illnesses, etc., which are likely to be required for future reference. Such communications from the Inspector as he may direct to be inserted in the log-book must be copied *verbatim* therein.

The only persons authorised to make entries in the log-book are the principal teacher and the Inspector. The log-book shall be kept in the custody of the principal teacher, but shall be open at all times to the inspection of the managers. No entry once made in the log-book may be removed, nor may it be altered otherwise than by a subsequent entry.

NOTE.—A visitor's book may be kept for the remarks of other persons visiting the school.

43. At the commencement of each school year the name of every teacher and pupil-teacher who is to form part of the school

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for the year must be entered in the log-book and signed by the correspondent. Any subsequent change in the staff must be recorded in the log-book.

47. The Inspector will examine the log-book and portfolio at every visit. At every visit paid without notice, he will make an entry in the log-book of such particulars as require the attention of the managers.

[*See Bengal provincial notes, Article 15* (*d*).]

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staff for the year, and the distribution of the work among them, shall be entered in the log-book and signed by the principal teacher. Any subsequent change in the staff or in the distribution of the work shall be recorded in the log-book.

44. The Inspector is authorised to examine the log-book and portfolio at any time.

CHAPTER IV.

TRANSFER RULES.

45. No school shall admit a scholar from another school without a transfer certificate signed by the principal teacher of the school in which the scholar has last been reading. Application for the certificate shall be made by the parent or guardian of the scholar, and it must be issued or refused without any avoidable delay. The only ground on which it may be refused is non-payment of fees. If the certificate is refused, the grounds of refusal shall be stated in writing. A duplicate certificate may be demanded, and shall be issued on payment of a fee of one rupee.

46. If a scholar has been expelled from a school for gross misconduct, the transfer certificate shall bear the words "Expelled for misconduct."

47. A principal teacher may provisionally admit a scholar into the school under his charge when the certificate has been refused, if he considers the grounds of refusal to be insufficient, on condition that he at once informs the Inspector of the circumstances; and the Inspector's decision shall be final.

48. The certificate shall be in the following form :—

"Certified that———————— was in———————— ———— School,————, to ————, on which date————left with a———— character. All sums due* to the school on———— account have been (*a*)———— ————. ————was reading in the———— Standard, and has been (*b*)———— promotion to the————Standard. The date of———— birth, according to the Admission Register, is————.

Principal Teacher.

Dated————.

* NOTE.—Sums due to the school shall include all payments for which provision is made in the rules of the school, provided such rules have been communicated to the parents or guardians of the scholars.

The following explanatory notes will not appear on the certificate:—

(*a*) *Paid in full, or Remitted, or Satisfactorily arranged for.*

(*b*) *Promised* or, *Refused.* (This, and the next blank space, to be filled up only if the transfer certificate is given at the end of the school year.)

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CHAPTER III.

TEACHERS.

SECTION I.—*Preliminary.*

48. The recognised classes of teachers in day schools are (1) pupil-teachers; (2) assistant teachers; (3) certificated teachers; (4) special teachers.

49. When vacancies occur in the office of teacher in the course of a school year, persons who do not fulfil the conditions laid down in this chapter may be temporarily employed in place of the teachers causing the vacancies.

SECTION II.—*Pupil-teachers.*

50. Pupil-teachers are boys or girls employed to serve in a day school on the following conditions:—

(*a*) That the school, in the opinion of the Department, is suited for the purpose.

(*b*) That the pupil-teachers—

(1) are not less than 14 years of age at the date of their engagement;

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49. No child admitted to a school under the foregoing certificate shall be placed in any class higher than that for which the certificate shows him to be qualified, except with the previous sanction of the Inspector.

50. All transfer certificates received by a school must be filed and submitted to the Inspector at his visits. Each certificate shall bear a serial number, which shall be entered against the scholar's name in the Admission Register.

CHAPTER V.

TEACHERS.

SECTION I.—*Preliminary.*

51. Teachers in aided schools must be either Recognised Teachers, or Pupil-teachers. Recognised Teachers may or may not hold the Proficiency Certificate.

52. When vacancies occur in the office of teacher, persons who do not fulfil the conditions laid down in this chapter may, with the consent of the Inspector, be temporarily employed in place of the teachers causing the vacancies.

SECTION II.—*Recognised Teachers.*

53. Recognised Teachers are teachers who have received from the Inspector an official letter, in the form prescribed in Schedule III, recognising them as teachers in a certain capacity.

54. Any person engaged as a teacher in an aided school at the time when this revised edition of the Code was published, and who had at that time received official recognition as a teacher in some particular capacity, will continue to be recognised as a teacher in that capacity.

55. No teacher shall be permanently employed in any higher section of a school than that for which he has received official recognition.

56. Persons without experience in teaching may, with the consent of the Inspector, be temporarily employed, until an opportunity has been afforded for judging of their fitness for official recognition.

57. The Department will cease to recognise any person as a teacher in any particular capacity if, while acting in that capacity, distinct incompetence is displayed.

SECTION III.—*Pupil-teachers.*

58. Pupil-teachers are boys or girls recognised by the Department as having been engaged by the managers of an aided school for the purpose of teaching, and of being taught and trained, in accordance with the regulations given in this section.

59. Before recognising boys and girls as pupil-teachers, the Department will require

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(2) have passed Standard VI in all the elementary subjects in English, and in two other class subjects, of which, in the case of boys, one must be mathematics, and in the case of girls, one must be needlework;

(3) produce certificates of health, physical fitness, character, and conduct.

(c) That the managers enter into an agreement in the terms of the memorandum prescribed in Schedule V.

NOTE.—The Inspector will test the aptitude of the candidates for pupil-teacherships, and will pay special attention to distinctness of utterance.

51. If all the foregoing conditions have been satisfied, and if the pupil-teacher is approved by the Department, the engagement is complete. The Department is not a party to the engagement, but confines itself to requiring that the pupil-teacher shall be presented to the Inspector year by year for examination by the prescribed standards (Schedule II).

52. Every pupil-teacher shall be required to undergo a course of three years' instruction, and to pass the examinations specified in Schedule II. During this period he shall teach daily in the school classes for not less than two, and not more than four hours, and shall receive one hour's instruction daily from a duly qualified teacher.

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to be satisfied on the following points:—

(a) That the school in which it is proposed to engage them is suited for the purpose; and that proper arrangements can and will be made for their efficient instruction in their own studies, for the thorough supervision of their work while teaching, and for their training in the art of teaching.

(b) That the boys and girls who are proposed for pupil-teacherships:—

(1) are not less than 15 years of age at the time of their engagement;

(2) have passed the middle school examination in the first or the second class, and further satisfy the Inspector of their proficiency in reading, handwriting, and dictation, and in the case of girls, in needlework also;

(3) produce a satisfactory certificate of health and physical fitness for the work from a Civil Surgeon or other approved medical practitioner, and one of good character and conduct from some responsible persons.

(c) That the managers enter into an agreement in the terms of the memorandum given in Schedule II.

NOTE (1).—The engagement of a pupil-teacher shall begin on the 1st of January. If on that date it is not yet known whether a candidate for a pupil-teachership has passed the middle school examination, he may be admitted provisionally as a pupil-teacher.

NOTE (2).—It shall be in the power of the Local Government to alter the conditions as to age and preliminary qualifications specified in clauses (b) (1) and (2) of this article.

60. The Department is not a party to the engagement; but confines itself to requiring, as a condition of continued recognition, that the pupil teacher shall teach, be taught, produce the prescribed certificates, and be presented for examination, in accordance with the terms of Articles 61 and 62.

61. Every pupil-teacher shall:—

(a) be engaged for three years;

(b) teach a class daily (except on holidays) for not less than two, and not more than four hours, under competent guidance and supervision;

(c) give a specially prepared lesson once a week before the principal teacher (or some other competent teacher), who shall criticise the lesson. The pupil-teacher's notes and the principal teacher's remarks on the lesson to be preserved for the Inspector's perusal, in books specially kept for the purpose;

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53. For each pupil-teacher passing with credit in the subjects specified in Schedule II, the managers of the school shall receive the following sums:—

		Rs.
For the art of teaching—	In the first year	50
	In the second year	75
	In the third year	100
For the remaining compulsory subjects,		70
For each optional subject		20

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(*d*) study for at least two hours daily (except on holidays) under the personal supervision and guidance of a duly qualified teacher.

62. In order that a year's service may be approved by the department, every pupil-teacher will be required :—

(*a*) to produce, before beginning the work of the year, a satisfactory certificate of health and physical fitness for the work from a Civil Surgeon or other approved medical practitioner, and also one of good character and conduct. The latter certificate must, in the case of pupil-teachers who have already worked as such for one or more years, be signed both by the principal teacher of the school in which they have served and by the correspondent on behalf of the managers;

(*b*) to teach throughout the year to the satisfaction of the Inspector;

(*c*) to give, to the Inspector's satisfaction, a lesson selected by him out of three previously prepared by the pupil-teacher. The lesson to be given near the close of the year, but before the date fixed for the high school examination.

The foregoing conditions having been satisfied—

(*d*) to pass in the following subjects at the high school examination :—

(1) at the close of the first year—in Arithmetic, History, and Geography;

(2) at the close of the second year—in English, Algebra, and Euclid;

(3) at the close of the third year—in a second language, and in School Management and the Art of Teaching.

NOTE.—In cases in which the Local Government exercises the power given under Note (2) of Article 59, it may also modify the standards of examination above prescribed.

63. Any pupil-teacher who fails to produce a satisfactory certificate of health and physical fitness, and also of good character and conduct, as required in Article 62 (*a*), shall not continue to be recognised as a pupil-teacher.

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Half the amounts earned under this Article shall be paid by the managers to the pupil-teacher, in addition to any salary specified in the memorandum of agreement.

54. The amounts stated in the preceding Article are maximum grants, to be given only if the results of the examination are thoroughly satisfactory, and they may be reduced, on the report of the Inspector, by an amount not exceeding one-third.

55. No grant shall be paid on account of a pupil-teacher who fails to pass in the compulsory subjects of Schedule II. He will be re-examined by the same standard in the following year.

56. If a pupil-teacher fails twice during his course in the compulsory subjects, he shall cease to be recognised as a pupil-teacher.

(See Articles 53, 54 and 55.)

57. The number of pupil-teachers to be employed in any school shall not exceed one for every 35 scholars in average daily attendance, nor shall it exceed three for the principal teacher, and one for each qualified assistant teacher.

58. At the close of their engagement, pupil-teachers are perfectly free in the choice of employment. If they wish to continue in the work of education, they may, under the conditions of Article 64, become teachers in primary or middle schools or Departments, or may be admitted into training colleges (Chapter IV).

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(See Article 65.)

64. Any pupil-teacher who fails to satisfy the conditions required in Articles 62 (*b*), (*c*), or (*d*) will, on the first occasion of such failure, be permitted to continue working as a pupil-teacher, but will in the following year take up the same studies, and be presented for examination in the same subjects, as in the year in which the failure occurred, that year not being reckoned as part of the three years' engagement. Any pupil-teacher who fails to satisfy the conditions required in Articles 62 (*b*), (*c*), or (*d*) a second time in the same stage, will cease to be recognised as a pupil-teacher.

65. For each pupil-teacher who satisfies the whole of the conditions required in Article 61 and in Articles 62 (*a*), (*b*), and (*c*), the managers of the school shall receive a grant as follows:—

	Rs.
At the end of the first year's course...	50
At the end of the second year's course	75
At the end of the third year's course	100

If the conditions specified in Article 62 (*d*) be also satisfied, an equal amount shall be paid to the pupil-teacher.

The grants payable to managers on account of pupil-teachers shall be paid, even if the latter fail to pass the examination specified in Article 62 (*d*).

66. The number of pupil-teachers to be employed in any school shall not, except with the special permission of the Department, exceed one for every 35 scholars in average daily attendance; nor shall it exceed three for the principal teacher, and one for each qualified assistant teacher.

67. A pupil-teacher is perfectly free in the choice of employment after the completion of his apprenticeship. If he wishes to remain a teacher he will receive recognition either as the principal teacher of a primary school, or as an assistant teacher in the middle or the primary section of a school.

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SECTION III.—*Assistant Teachers.*

59. Persons who, not having qualified for certificates under Section IV, have passed the examination for middle scholarships, or an examination of equal difficulty, may be recognised as assistant teachers.

(*Articles 59 to 73 of the old Code are cancelled.*)

60. Assistant teachers under this section may be employed only in primary schools or departments.

SECTION IV.—*Certificated Teachers.*

61. Certificates are of three grades, and may be either permanent or provisional. A provisional certificate consists of an entry of the teacher's name in a register kept by the Department.

(*a*) A first grade certificate qualifies the holder to be the principal teacher in a high school.

(*b*) A second-grade certificate qualifies the holder to be the principal teacher in a middle school, or an assistant teacher in a high school.

(*c*) A third-grade certificate qualifies the holder to be the principal teacher in a primary school, or an assistant teacher in a middle school or Department.

A provisional third-grade certificate qualifies the holder to be the principal teacher of a primary school, only if (*a*) he has completed his engagement as a pupil-teacher, or (*b*) has passed with credit the first year's examination at a training college, or (*c*) has served with credit for two years as an assistant teacher.

62. Teachers at any stage shall be entitled to receive certificates from the Department, provided they satisfy the Department that they have received a training, or passed examinations equivalent to those required under the following Articles.

Note.—Teachers who are members of religious orders are exempted from the necessity of being certificated under the rules of this Code.

63. A certificate may at any time be suspended, reduced or cancelled, but in every case the Department shall give the teacher an opportunity of explanation. A provisional certificate of any grade will be cancelled or reduced if three successive reports from the Inspector are unsatisfactory.

64. A pupil-teacher who has passed the final examination specified in Schedule II shall receive a provisional third-grade certificate. After not less than one year's service with credit, this certificate shall be made permanent.

NOTE—"A year's service with credit" in this and the following Articles implies one year's service as a Teacher with a favourable report from the Inspector at the end of the year.

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65. Any one who, without having served an engagement as a pupil-teacher, has completed his seventeenth year, and has passed the matriculation examination of a recognised University or passed in four compulsory subjects, failing only in the second language, at the final examination for High Schools in Schedule I, may receive a provisional third-grade certificate. This certificate shall be made permanent, in the first case after three years' service with credit, and in the second case after two years' service with credit.

66. Any holder of a permanent third-grade certificate who has served with credit for one year under the certificate, and who has passed the High School examination in the first division, shall, on passing in the additional subject—school method—be entitled to a provisional second-grade certificate. After two years' further service with credit, this provisional certificate shall be made permanent.

67. Any one who has completed his eighteenth year and passed the First Arts examination may receive a provisional third-grade certificate. After two years' service with credit, this provisional certificate shall be made permanent.

68. Any holder of a permanent third-grade certificate who has served with credit for two years under that certificate, and has also passed the First Arts examination, shall be entitled to a provisional second-grade certificate. After two years' further service with credit, this provisional certificate shall be made permanent.

69. Any graduate who has completed his twenty-second year may receive a provisional second-grade certificate. After two years' service with credit, this certificate shall be made permanent.

70. Any holder of a permanent second-grade certificate who has served for at least two years with credit under that certificate, and who is also a graduate, may receive a provisional first-grade certificate. After two years' service with credit, this certificate shall be made permanent.

71. It shall be open to the Department in exceptional cases to grant a provisional certificate of the first-grade to any graduate who has completed his twenty-fifth year. After two years' service with credit this certificate shall be made permanent.

NOTE.—A degree conferred without examination does not qualify the holder for a certificate under Articles 68—70.

72. It shall be open to the Department in exceptional cases to grant certificates to persons not entitled to such certificates under any of the foregoing rules.

SECTION V.—*Special Teachers.*

73. Special teachers are persons who are employed to teach particular subjects, and

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who are not entitled to certificates under Section IV. The sanction of the Department must be obtained before a special teacher is appointed.

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SECTION IV.—*Proficiency Certificates.*

68. A certificate of skill and ability as a teacher (hereinafter styled "Proficiency Certificate") will be issued by the Department in the form prescribed in Schedule IV, to any recognised teacher who, having passed either the middle school examination, or any other examination which, in the opinion of the Department, is not inferior to it in point of difficulty, shall further:—

(*a*) have taught a class (or classes) for two years to the satisfaction of the Inspector;

NOTE.—Neither the class-teaching of a training college student nor that of a pupil-teacher can be accepted for the purpose of this test, as such teaching is done under constant guidance and supervision.

(*b*) have given before the Inspector, and to his satisfaction, two lessons selected by him from a list of five previously prepared by the candidate;

(*c*) have gained 50 per cent. of the possible marks in the paper on "School Management and the Art of Teaching" at the high school examination.

NOTE.—The possession of this certificate does not entitle the holder to teach in any higher section than that specified in his Letter of Recognition.

The Chapter on Training Colleges is omitted, as it will be the subject of a supplementary report afterwards.

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CHAPTER V.

BUILDING GRANTS.

91. Grants may be given under this chapter to managers of schools in aid—

(*a*) of erecting, enlarging, or furnishing school buildings;

(*b*) of executing extensive repairs;

(*c*) in special cases, of paying off debts incurred in erecting or enlarging school buildings.

NOTE.—Expenditure in the purchase of buildings may be treated as expenditure on the erection of buildings.

92. Except in the case provided for in Article 91 (*c*), no grant shall be made in consideration of former expenditure on school buildings.

(*See Article 101.*)

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CHAPTER VII.

BUILDING GRANTS.

83. Grants may be given under this chapter to managers of schools, other than those excluded under Article 7, in aid :—

(*a*) of erecting, enlarging, or furnishing school buildings;

(*b*) of executing extensive repairs;

(*c*) in special cases, of paying off debts incurred in erecting or enlarging school buildings;

NOTE.—Expenditure in the purchase of buildings may be treated as expenditure on the erection of buildings.

(*d*) of acquiring land for school purposes.

84. Except in the case provided for in Article 83 (*c*), no grant shall be made in consideration of former expenditure on school buildings.

85. The sum to be allotted annually for building grants to schools will be fixed provisionally for a term of years. The amount will be notified by the Local Government to the Department. It will not in ordinary circumstances be reduced, though it may be increased, for any year during that term.

86. Every application for a grant must be submitted to the Department not later than the 31st December, if the grant is to

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(See Article 96.)	be admissible for sanction during the following financial year. It must contain a certificate from the managers that the funds at their disposal will, when added to the grant applied for, be sufficient to meet the full cost of the work. If the application is in accordance with the rules, and is found to be in other respects deserving of support, it will be included in the list of "approved applications." If not so included, the reasons shall be notified to the managers.
	87. After consideration of all the "approved applications," the Department will submit to the Local Government, by the 31st March following, its recommendations for the distribution of the allotment among the applicant schools.
	88. When a grant is sanctioned, the managers shall be informed whether it will be payable in full from the allotment for the year, or if not in what years and by what instalments.
	89. In the case of an application for a repair grant under Article 83 (*b*), the managers will be required to show that the necessity for such a grant has not arisen from the neglect of current repairs in previous years.
93. Grants under this chapter shall not ordinarily exceed one-half of the total cost. In places where there is a small or poor European population, the maximum grant shall not exceed two-thirds of the total cost.	90. Grants under this chapter shall not ordinarily exceed one-half of the total cost. In places where there is a small or poor European population, the maximum grant shall not exceed two-thirds of the total cost.
94. Before a grant is sanctioned for the erection of school buildings, the Department must be satisfied—	91. Before a grant is sanctioned under the preceding articles, the Department must be satisfied :—
(*a*) that the European population of the locality is sufficiently large to render the existence of the school necessary, and to give a reasonable probability of its permanence;	(*a*) that the European population of the locality is sufficiently large to render the existence of the school necessary, and to give a reasonable probability of its permanence ;
(*b*) that the school is suited to the requirements of the locality;	(*b*) that the school is suited to the requirements of the locality ;
(*c*) that the school is likely to be maintained in efficiency;	(*c*) that the school is likely to be maintained in efficiency ;
(*d*) that the school will be open to inspection ;	(*d*) that the school will be open to inspection.
	NOTE.—In the case of a school not receiving a maintenance grant, the inspection shall be limited to ascertaining that the buildings are maintained in good repair, that the sanitary arrangements are satisfactory, and that the school is properly conducted.
(*e*) that the site, plans, estimates, and specifications are suited to the school, and the title and trust deeds in due form.	(*e*) that the site, plans, estimates, and specifications are suited to the school, and the title to the property is clear.
95. The trust deed must declare the building to be granted in trust for school purposes only. It must also provide for the legal ownership of the premises, for the proper maintenance of the building, and for the inspection and management of the school.	92. In making an application for a building grant, the managers shall undertake to execute a trust-deed in the standard form given in the appendix to the Code, or such other form as may be sanctioned by the Local Government.

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	93. The trust-deed must provide for the legal ownership of the premises, for the proper maintenance of the building, and for the inspection and management of the school, and must declare the building or the land, on account of which a grant is to be made, to be held in trust for school purposes only.
(*See the note to Article 101.*)	NOTE (1).—The execution of trust-deeds need only be insisted upon in the case of the erection or purchase of buildings, or in other cases where the Local Government considers such a document necessary.
NOTE.—This article does not preclude the managers from using the building for other purposes when not required for the purposes of the school.	NOTE. (2).—This article does not preclude the managers from using the building for other purposes when not required for the purposes of the school.
(*See Article 99.*)	94. If any building, towards the erection, purchase, or repair of which a grant has been made by the Government, is subsequently diverted to other than educational purposes, the Government shall have a prior lien upon the building for the recovery of the grant, and a provision to this effect shall be made in the trust-deed.
96. No grant is finally sanctioned until a certificate is received from the managers, setting forth that the funds in their hands will, when added to the grant, be sufficient to meet all claims and to close the account.	(*See Article 86.*)
97. Advances may be made from time to time out of the sanctioned grant on receipt of a report from the Public Works Department that the work is proceeding satisfactorily.	95. Advances may be made from time to time out of the sanctioned grant on receipt of a report from the Public Works Department that the work is proceeding satisfactorily.
98. The grant is not paid in full until—	96. The grant is not paid in full until :—
(*a*) a report is received from the Public Works Department certifying that the building has been satisfactorily completed; but exceptions may be made to this rule by the Local Government;	(*a*) a report is received from the Public Works Department certifying that the building has been satisfactorily completed; but exceptions may be made to this rule by the Local Government;
(*b*) the trust-deed is duly registered and a copy lodged with the Department.	(*b*) the trust-deed is duly executed, registered, and forwarded by the managers to the Department for safe custody.
99. If any building, towards the erection, purchase, or repair of which a grant has been made by the Government, is subsequently diverted to other than educational purposes, the Government shall have a prior lien upon the building for the recovery of the grant, and a provision to this effect shall invariably be made in the trust-deed or in some other binding document.	(*See Article 94.*)
100. The trustees must undertake to refund the amount of any grant made for furniture if the school ceases to exist within three years from the date of payment.	97. The managers must undertake to refund the amount of any grant made for furniture if the school ceases to exist within three years from the date of payment.
101. All applications for grants must be submitted to the Department not later than the 1st of October in any year if the grant is to be provided for in the budget estimates of the following financial year.	(*See Article 86.*)
NOTE.—The execution of trust-deeds need only be insisted upon in the case of the erection or purchase of buildings; or in other cases where the Local Government considers such a document necessary.	[*See Article 93, Note (1).*] NOTE.—The provisions of this chapter shall apply to training colleges, and to hostels attached to them.

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CHAPTER VIII.

Primary, Middle, and High School Examinations.

98. The primary, middle, and high school examinations are held for the purpose of enabling the progress of scholars to be thoroughly tested at certain definite stages of their school career, namely, on completing the course of instruction for primary standards, for middle standards, and for high school classes respectively. In the primary school examination questions will, in each subject be set upon the work done in that subject in all standards up to and including Standard IV. In the middle school examination the questions will be upon the work of all standards up to and including Standard VII. The scope of the high school examination is clearly defined, for Schedule I-A in that schedule, and for Schedule I-B in Article 104.

Note.—Under the terms of Article 17, passing the primary and the middle school examinations is the condition upon which promotions may ordinarily be made from the corresponding sections to those above.

(See Article 108.)

99. These examinations shall be held annually near the close of the calendar year, upon such dates and at such centres as may be appointed by the Department.

[See Article 107 (a).]

Note.—Certificates shall be given to all who pass these examinations.

(See Article 105.)

100. A fee shall be charged for admission to the examinations, the amount of which shall be determined by the Department.

Note.—Provision is made in Article 33 (*d*) for the award of special grants for the payment of such fees in the case of poor scholars.

101. In provinces where the schools work up to the standards of examination prescribed in Schedule I-A, the examination shall comprise the following subjects:—

A.—Primary School Examination.

(For scholars who have done the work of Standards I to IV prescribed in Schedule I-A.)

(See Article 106.)

English { Language and Grammar ...	150	... 200
{ Dictation	50	
Arithmetic		... 175
Geography		... 125
Total		... 500

B.—Middle School Examination.

(For scholars who have done the work of Standards V to VII prescribed in Schedule I-A.)

(See Article 106.)

English	275
Second Language	150
History and Geography	175
Arithmetic	175
Geometry and Algebra, or (for girls only) Domestic Economy	150
Elementary Science	75
Total ...	1,000

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[*See Article 107 (b).*]

[*See Article 107 (c).*]

(*See Article 29.*)

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C.—HIGH SCHOOL EXAMINATION.

(*As prescribed in Schedule I-A.*)

102. To pass the primary school and middle school examinations, candidates must gain 25 per cent. of the possible marks in English and Arithmetic, and 30 per cent. of the possible aggregate.

To pass the high school examination, candidates must gain 33 per cent. of the possible marks in each of the compulsory subjects, and 40 per cent. of the possible aggregate.

103. The names of those who pass the primary school and middle school examinations shall be arranged in three classes in order of merit, (and gazetted). Those who gain 60 per cent. of the possible aggregate shall be placed in the first class; those who gain 45 per cent., but less than 60 per cent., in the second class; those who gain 30 per cent., but less than 45 per cent., in the third class.

The names of those who pass the high school examination shall be arranged in two classes in order of merit, and gazetted. Those who gain 60 per cent. of the possible marks in compulsory subjects shall be placed in the first class; those who gain 40 per cent., but less than 60 per cent., in the second class.

104. In provinces where the schools work in accordance with the course laid down in Schedule I-B, the examinations shall comprise the following subjects:—

A.—PRIMARY SCHOOL EXAMINATION.

(*For scholars who have done the work of Standards I to IV prescribed in Schedule I-B.*)

COMPULSORY SUBJECTS.

Subject.	Course.	Full marks.	Notes.
1. Analysis and Grammar.	The course prescribed for Standard IV.	80	
2. Dictation	About 12 lines of printed matter moderately difficult for Standard IV.	50	30 marks for spelling. 20 marks for handwriting.
3. Composition and Explanation of passages.	Exercises in composition, such as writing out the substance of a story read out by the Superintendent of the Examination, the description of some familiar place or object, an account of some well-known event, a letter on a given subject, etc. The explanation of words and phrases from a prescribed text-book, and paraphrasing from the same.	100	50 marks for composition. 50 marks for explanation and paraphrasing.
Arithmetic.	The course prescribed for Standard IV.	200	

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OPTIONAL SUBJECTS.

1 Geography.	The course prescribed for Standards III and IV.	100
2. Latin or French.	The course prescribed for Standards IV. A full vocabulary to be given in the question paper.	70

Candidates may take up one or both of the optional subjects. In order to pass the examination, 30 per cent. of the possible marks must be gained in each of the four papers in the compulsory subjects; and 30 per cent. of the possible marks in compulsory and optional subjects taken together must be gained in the aggregate. Marks for an optional subject will not be counted, if they fall below 30 per cent. of the possible marks in that subject.

In every paper 10 per cent. of the possible marks may be deducted for want of neatness.

B.—Middle School Examination.

(For scholars who have done the work of Standards V to VII prescribed in Schedule I-B.

COMPULSORY SUBJECTS.

Subject.	Course.	Full marks.
1. English—		
(a) Analysis and Grammar.	The course prescribed for Standard VII.	50
(b) Certain prescribed Text-Books.	Explanation and paraphrasing of passages.	100
(c) Composition.	Letter. Essay. Paraphrasing of unseen passages. Explanation of idiomatic phrases of common occurrence. Correction of "Indian English."	150
2. Arithmetic...	The course prescribed for Standard VII.	200

OPTIONAL SUBJECTS.

1. Latin or French.	(a) The prescribed Text-Book and questions arising therefrom. (b) Unseen passages.	100
	(c) Grammar. (d) Composition.	100
2. Geography...	The course prescribed for Standard VII.	100
3. History ...	The course prescribed for Standard VII.	100
4. Algebra ...	The course prescribed for Standard VII.	100
5. Euclid ...	The course prescribed for Standard VII.	100
6. Science ...	One of the courses prescribed for Standard VII.	100
7. Domestic Economy (for girls only).	The course prescribed for Standard VII.	100

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Candidates may take any number of optional subjects up to five; but if five are taken, one of these must be a second language. In order to pass the examination, 30 per cent. of the possible marks must be gained in each division of the subject English, and in Arithmetic; and 30 per cent. of the possible marks in the compulsory and optional subjects taken together (*i. e.*, 30 per cent. of 1,100 marks) must be gained in the aggregate. Marks for an optional subject will not be counted if they fall below 30 per cent. of the possible marks in that subject.

In every paper 10 per cent. of the possible marks may be deducted for want of neatness.

C.—HIGH SCHOOL EXAMINATION.

COMPULSORY SUBJECTS.

Subject.	Course.	Full marks.
1. English ...	(*a*) Grammar ...	50
	(*b*) Composition ...	100
	(*c*) Text-Books in prose and poetry, prescribed each year.	150
2. Arithmetic ...	The whole ...	200

OPTIONAL SUBJECTS.

1. Second Language—Latin.	(*a*) Text-Book, with questions on accidence, syntax, and allusions, 100	200
or	(*b*) Translation of sentences from English into Latin ... 70	
	(*c*) Unseen passages for translation into English ... 30	
French.	(*a*) Text-Book, with questions on accidence, syntax and allusions ... 100	200
	(*b*) Composition of simple continuous prose and original letters ... 70	
	(*c*) Unseen passages for translation into English ... 30	
2. Geography ...	As defined by its treatment in Chisholm's Geography for India and Ceylon, excluding the appendix.	100
3. The History of England, and	As defined by its treatment in Ransome's "Short History of England."	100
The History of India.	From Babar, as defined by its treatment in Hunter's "Brief History of the Indian People."	

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C.—HIGH SCHOOL EXAMINATION—(*contd.*)

OPTIONAL SUBJECTS—(*contd*).

Subject.	Course.	Full marks.
4. Algebra ...	The course prescribed for Standard VII. Quadratics of one unknown quantity and problems therein, easy indices and surds.	100
5. Euclid ...	Books I to IV, and deductions thereon.	100
6. Science ...	(*a*) Physics, as defined in Loewy's graduated course of Natural Science, Part I, and pages 1—166 of Part II, or, (*b*) Physiology, as defined in Huxley's "Elementary Physiology."	100
7. Logic ...	Deductive, as defined in Jevons's "Elementary Lessons in Logic."	100
8. Political Economy.	As defined in Mrs. Fawcett's "Political Economy for Beginners."	100
9. Domestic Economy (for girls only).	Dr. Mann's "Domestic Economy and Household Science."	100

NOTE (1).—The text-books are named in order to define the extent of the subjects, and not as indicating that they are better than other works of the same class.

NOTE (2).—The marks may be altered, or omitted, at the discretion of the Local Government.

ADDITIONAL SUBJECT FOR TEACHERS.

School Management and the Art of Teaching.	School organisation (time-table, etc.), discipline, registers, returns. Methods of teaching the subjects ordinarily found in the curriculum of schools. The arrangement of courses of lessons in these subjects. Notes of lessons. The art of questioning and of dealing with answers. Periodical examinations and the use to be made of the results.	200

Candidates may take any number of optional subjects up to five; but if five are taken, one of these must be a second language. In order to pass the examination, 30 per cent. of the possible marks must be gained in each division of the subject English, and in Arithmetic; and 30 per cent. of the possible marks in the compulsory and optional subjects taken together (*i. e.*, 30 per cent. of 1,100 marks) must be gained in the aggregate. Marks for an optional subject will not be counted if they fall below 30 per cent. of the possible marks in that subject.

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105. The additional subject forms no part of the high school examination, this paper being intended for teachers only. Passes in this subject will be published along with the results of the High school examination.

106. The names of those who pass the Primary, Middle, and High school examinations shall be arranged in three classes in order of merit, and gazetted. Those who gain 60 per cent. of the possible aggregate shall be placed in the first class; those who gain 45 per cent., but less than 60 per cent., in the second class; and those who gain 30 per cent., but less than 45 per cent., in the third class. Candidates who gain not less then 75 per cent. of the possible marks in any subject shall be gazetted as having gained honours in that subject.

CHAPTER VI.

SCHOLARSHIPS.

102. Scholarships are of two grades, Primary and Middle; the number of each grade will be determined by the Local Government. Both boys and girls are elligible for scholarships which will in every case be awarded after a competitive examination.

NOTE.— The nomenclature of the scholarships may be altered by the Local Government.

CHPTER IX.

SCHOLARSHIPS.

107. Scholarships are of three grades — Primary, Middle, and High. The number of each grade, and their value, will be determined by the Local Government. Scholarships will be awarded on the results of the examinations detailed in the preceding chapter, and will be tenable only in institutions which are recognised by the Department as efficient, which observe the transfer rules (Chapter IV), which are open to inspection,* and which are not excluded by the terms of Article 7 (*d*).

* In the case of schools receiving no maintenance grants, it will be sufficient to inspect the attendance registers, the admission register, and the transfer certificates.

NOTE 1.—All boys and girls who are Europeans as defined in Article 3 are eligible for scholarships, if not excluded by age.

NOTE 2.—The nomenclature of the scholarships may be altered by the Local Government.

103. Primary scholarships are tenable for three years in a school of a higher grade than primary. Middle scholarships are tenable for five years in a technical school, or for two years in a school teaching up to the final standard of Schedule I or the University Entrance examination. Scholarships are tenable only in schools recognised by the Department as efficient. The value of the scholarships shall be determined by the Local Government.

NOTE.—If the holder of a middle scholarship enters into an engagement as a pupil-teacher within one year after passing the scholarship examination, the scholarship shall be tenable for three years from the date of engagement.

108. Primary scholarships are tenable for three years in a school of a higher grade than primary. Middle scholarships are tenable for two years in a high school, for three years during apprenticeship as a pupil-teacher, or for five years in a technical school. High scholarships are tenable for two years by students pursuing a recognised course of study in any institution within the province approved for this purpose by the Local Government.

104. Candidates for primary scholarships must be under 12 years of age, and for middle scholarships under 15 years of age, at the date of examination.

109. Candidates for primary scholarships must be under 12 years of age, for middle scholarships under 15 years of age, and for high scholarships under 17 years of age, on the 31st of December in the year of examination.

NOTE.—The limits of age may be changed by the Local Government.

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105. A fee, to be determined by the Department, shall be charged for admission to the examination for scholarships. NOTE.—The Local Government may dispense with the levy of these fees in any class of scholarship examination.	*(See Article 100.)*
106. The examination for primary and middle scholarships shall comprise the subjects of Standards IV and VII respectively, and shall be conducted by means of printed papers. Marks shall be allotted to the several subjects of examination as follows :—	*(See Article 107.)*

Primary Scholarships.

English { Language and Grammar	150	200
English { Dictation ...	50	
Arithmetic		175
Geography		125
TOTAL		500

Middle Scholarships.

English	275
Second Language	150
History and Geography ...	175
Arithmetic	175
Geometry and Algebra or Domestic Economy (*for girls only*) ...	150
Elementary Science	75
TOTAL	1,000

(See Article 101.)

107. At the discretion of the Local Government the following rules may be applied :—	
(*a*) Certificates shall be given to all the candidates who pass the examination, whether they obtain scholarships or not. There is no limit of age in the case of candidates for certificates only.	*(See note to Article 99.)*
(*b*) To pass the examination a candidate must obtain 25 per cent. of the marks in each of the compulsory subjects—English and Arithmetic—and 30 per cent. of the aggregate number of marks obtainable.	*(See Article 102.)*
To qualify for a scholarship a candidate must obtain 33 per cent. in English and Arithmetic, and 45 per cent. of the aggregate.	*(Cancelled.)*
(*c*) The names of those who pass the examination shall be gazetted, and shall be arranged in three classes, each in order of merit. Those who obtain 60 per cent. of the aggregate number of marks obtainable shall be placed in the first class ; those who obtain 45 per cent., but less than 60 per cent., shall be placed in the second class ; those who obtain 30 per cent., but less than 45 per cent., shall be placed in the third class.	*(See Article 103.)*

Code of Regulations for European Schools in Bengal, 1889-90.	*Code of Regulations for European Schools in Bengal, 1895.*
108. For the purposes of this chapter, each province shall, if necessary, be divided into circles, and a certain number of scholarships allotted to each circle, to be competed for by candidates from schools situated in that circle. In November of each year (or some other month to be fixed by the Department) the examination shall be held simultaneously at certain centres previously selected. The examination papers shall be the same for all centres.	110. For the purposes of this chapter, each province may, if necessary, be divided into circles, and a certain number of scholarships allotted to each circle, to be competed for by candidates from schools situated in that circle. It shall be open to the Local Government to allot a certain number of scholarships, before the examination, to boys and to girls respectively.
(*See Bengal note to Article 109.*)	111. A scholarship-holder must be present at 75 per cent. of the school meetings held in each month in order to earn the full amount of his scholarship. If the attendances fall below 75 per cent. of the possible, a proportionate reduction will be made in the amount of the scholarship.
109. A scholarship may be reduced or withdrawn in cases of misconduct, of continued absence, or of failure to pass by the prescribed standards.	112. A scholarship may be reduced or withdrawn in cases of misconduct, of continued absence, or of insufficient progress in studies.
110. A scholarship may be transferred from one school to another with the sanction of the Department.	113. A scholarship may be transferred from one school to another with the sanction of the Department.
CHAPTER VII. REVISION OF THE CODE.	CHAPTER X. REVISION OF THE CODE.
111. The Local Government may, subject to the control of the Governor General in Council, alter the scale of grants and of scholarships, and may, with the previous approval of the Governor General in Council, cancel or modify any Articles of this Code, or introduce new Articles.	114. The Local Government may, with the previous approval of the Governor General in Council, cancel or modify any articles or schedules of this Code, or may introduce new articles.
112. The schedules and notes appended to the Code shall have the same effect as the Articles of the Code, and shall be subject to the provisions of Article 111.	115. In accordance with the foregoing article, Local Governments will issue their own Provincial Codes, with such further notes, instructions and appendices as they may consider necessary; and such notes, instructions and appendices will, in each province, have the same effect as the articles of the Code.

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SCHEDULE I.

1.—STANDARDS OF EXAMINATION (PRIMARY).

Subjects.	Lower Division.		Upper Division.	
	Standard I.	Standard II.	Standard III.	Standard IV.
		Elementary Subjects.		
(1) Reading* ...	To read a short paragraph from a book not confined to words of one syllable. To recite 20 lines of easy poetry, and to know their meaning. *Accuracy of pronunciation to be considered.*	To read a short paragraph from an elementary reading book. To recite 30 lines of poetry, and to know their meaning.	To read a passage from a more advanced reading-book, or stories from English or Indian history. To recite with intelligence and expression 40 lines of poetry, and to know their meaning. *Spelling to be tested.*	To read a short passage of prose or poetry from a more advanced reading-book. To recite 50 lines of poetry, and to know their meaning.
(2) Writing ...	To copy in manuscript characters a line of print; to write to dictation a few common words.	To write a passage of not more than three lines from the same book, slowly read over once, and then dictated word by word. *Before examination, the passage shall be read over again.* Copy-books to be shown.	To write six lines from one of the reading-books of the standard, slowly read over once, and then dictated a few words at a time. Copy-books to be shown, with improved writing.	To write eight lines from a reading-book, slowly read over once and then dictated in sections. Copy-books to be shown with improved writing.
(3) Arithmetic †.	Notation and numeration up to 1,000. Simple addition and subtraction of numbers of not more than three figures. In addition, not more than five lines to be given. Multiplication table to 6 × 12.	Notation and numeration up to 100,000. The four simple rules. Multiplication table to 12 × 12 and the 16 times table.	The compound rules in English and Indian money.	A.—For boys—Reduction and the compound rules in all weights and measures of common use; G. C. M. and L. C. M.; addition and subtraction of vulgar fractions. B.—For girls—Reduction and the compound rules in all weights and measures of common use; bills of parcels.
		Class Subjects. ‡		
(4) English ...	......	To point out nouns and verbs in the passages read or written.	To point out the parts of speech in the passages read or written.	Easy parsing; to show by examples the use of the parts of speech.
(5) Needlework § (for girls only).	Threading needles; hemming.	Seaming; plain knitting with two needles.	Stitching and sewing on strings; knitting with two needles, plain and purled rows alternately.	Plain darning; herring-boning; knitting with four needles, plain and purl.
(6) Geography...	......	To know the points of the compass and the meaning and use of a map. Explanation of simple geographical terms by reference to a map or diagram.	The outlines of the geography of India with special reference to the province. To draw a ground-plan of the school-room, showing the position of the furniture. Shape and size of the earth.	The outlines of the geography of Asia and of the British Isles. To draw a ground-plan of the school compound and the principal objects in it, with its approaches. Diurnal motion of the earth; day and night.
		Object Lessons.		
	A progressive course of lessons on common objects, such as familiar animals, plants, and substances used in ordinary life.			

N.B.—The clauses in italics apply to all succeeding standards.

* Reading with intelligence will be required in all the standards, and increased fluency and expression in successive years. In Standards III to VI, two sets of reading-books should be provided, of which one should be geographical, historical or biographical. The Inspector may examine in any of these books, and may test the intelligence of the reading by questions on the meaning of what is read.

† (*a*) The Inspector may examine scholars in arithmetic in any standard lower than that in which they are presented, and in mental arithmetic suited to their respective standards. The object of the exercise in mental arithmetic is to encourage dexterity and correctness in computation, and to anticipate, by means of rapid and varied oral practice with small numbers, the longer problems which have to be worked out in writing. Such exercises should from the first deal with concrete as well as with abstract numbers.

(*b*) In those schools in which arithmetic is taught up to the fourth standard in a different order from that here defined, the subjects in the first three standards may, with the previous sanction of the Inspector, be re-arranged accordingly.

‡ No grant will be given for a class subject in any standard in girls' schools unless needlework is taken up.
§ In each standard a simple garment must be shown containing the stitches required in that and lower standards.

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SCHEDULE I-A.

1.—STANDARDS OF EXAMINATION (PRIMARY).

Subjects.	Lower Division.		Upper Division.	
	Standard I.	Standard II.	Standard III.	Standard IV.
		Elementary Subjects.		
(1) Reading *...	To read a short paragraph from a book not confined to words of one syllable.	To read a short paragraph from an elementary reading-book.	To read a passage from a more advanced reading-book, or stories from English or Indian history.	To read a short passage of prose or poetry from a more advanced reading-book.
	To recite 20 lines of easy poetry, and to know their meaning. *Accuracy of pronunciation to be considered.*	To recite 30 lines of poetry, and to know their meaning.	To recite with intelligence and expression 40 lines of poetry, and to know their meaning. *Spelling to be tested.*	To recite 50 lines of poetry, and to know their meaning.
(2) Writing ...	To copy in manuscript characters a line of print; to write to dictation a few common words.	To write a passage of not more than three lines from the same book, slowly read over once and then dictated word by word. *Before examination, the passage shall be read over again.*	To write six lines from one of the reading-books of the standard, slowly read over once, and then dictated a few words at a time.	To write eight lines from a reading-book, slowly read over once and then dictated in sections.
		Copy-books to be shown.	Copy-books to be shown, with improved writing.	Copy-books to be shown, with improved writing.
(3) Arithmetic †	Notation and numeration, up to 1,000. Simple addition and subtraction of numbers of not more than three figures. In addition, not more than five lines to be given. Multiplication table to 6×12.	Notation and numeration up to 100,000. The four simple rules. Multiplication table to 12×12 and the 16 times table.	The compound rules in English and Indian money.	A.—For boys—Reduction and the compound rules in all weights and measures of common use G.C.M. and L.C.M.; addition and subtraction of vulgar fractions. B.—For girls—Reduction and the compound rules in all weights and measures of common use; bills of parcels.
		Class Subjects.‡		
(4) English ...	......	To point out nouns and verbs in the passages read or written.	To point out the parts of speech in the passages read or written.	Easy parsing; to show by examples the use of the parts of speech.
(5) Needlework § (for girls only.)	Threading needles; hemming.	Seaming; plain knitting with two needles.	Stitching and sewing on strings; knitting with two needles, plain and purled rows alternately.	Plain darning; herring-boning; knitting with four needles, plain and purl.
(6) Geography	......	To know the points of the compass and the meaning and use of a map. Explanation of simple geographical terms by reference to a map or diagram.	The outlines of the geography of India with special reference to the province. To draw a ground-plan of the school-room, showing the position of the furniture. Shape and size of the earth.	The outlines of the geography of Asia and of the British Isles. To draw a ground-plan of the school compound and the principal objects in it, with its approaches. Diurnal motion of the earth; day and night.
(7) Drawing ...	A course approved by the Inspector.			
		Object Lessons.		
	A progressive course of lessons on common objects, such as familiar animals, plants, and substances used in ordinary life, or a progressive course of lessons leading up to the teaching of physical science.			

N. B.—The clauses in italics apply to all succeeding standards.

* Reading with intelligence will be required in all the standards, and increased fluency and expression in successive years. In Standard III and upwards, two sets of reading-books should be provided, of which one should be historical or biographical. The Inspector may examine in any of these books, and may test the intelligence of the reading by questions on the meaning of what is read.

† (*a*) The Inspector may examine scholars in arithmetic in any standard lower than that in which they are presented, and in mental arithmetic suited to their respective standards. The object of the exercise in mental arithmetic is to encourage dexterity and correctness in computation, and to anticipate, by means of rapid and varied oral practice with small numbers, the longer problems which have to be worked out in writing. Such exercises should from the first deal with concrete as well as with abstract numbers.

(*b*) In those schools in which arithmetic is taught up to the fourth standard in a different order from that here defined the subjects in the first three standards may, with the previous sanction of the Inspector, be re-arranged accordingly.

‡ No grant will be given for a class-subject in any standard in girls' schools unless needlework is taken up.

§ In each standard a simple garment must be shown containing the stitches required in that and lower standards.

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SCHEDULE I—*contd.*

2.—STANDARDS OF EXAMINATION (MIDDLE).

SUBJECTS.	Standard V.	Standard VI.	Standard VII.
		ELEMENTARY SUBJECTS.	
(1) Reading ...	To read a passage from a more advanced book. Allusions to be explained in the case of passages previously read. To recite 60 lines of poetry or 30 lines of prose, and to know their meaning. *Reading may be tested by passages from a newspaper, or from a book not comprised in the school course.*	To read a passage from a more advanced reading-book. Allusions to be explained in the case of passages previously read. To recite 80 lines of poetry or 40 lines of prose from a standard writer, and to know their meaning.	To read a passage from a modern English poet, and another from a modern English prose writer. To recite 100 lines from a modern poet or 50 lines from a modern prose writer, and to know their meaning.
(2) Writing ...	To write to dictation a passage of ten lines not previously read in the class. Copy-books to be shown.	To write a short narrative or letter. Copy-books and exercise-books to be shown. *Spelling, hand-writing, and composition to be considered.*	To write a letter or narrative, or a short essay on some subject comprised in the school course for the year. Exercise-books to be shown.
(3) Arithmetic. A.—For boys	Vulgar fractions; simple proportion; practice; decimal fractions. *Progressive exercises in mental arithmetic.*	Proportion; interest; square and cubic measures.	Discount; stocks; profit and loss; exchange; square root.
B.—For girls	G. C. M. and L. C. M.; vulgar fractions (simple); proportion (simple). *Progressive exercises in mental arithmetic.*	Vulgar fractions; proportion; practice; decimal fractions.	Interest; square measure.
		CLASS SUBJECTS.*	
(4) English ...	To parse and analyse a simple sentence.	To parse and analyse a short complex sentence, and to know the method of forming English nouns, adjectives, and verbs from each other.	Grammar and analysis of sentences, prefixes and terminations; easy derivations.
(5) Needle work (for girls only).	Gathering; stroking; setting in; marking on coarse material; knitting socks or stockings; plain darning and mending stockings; patching old garments.	Pleating; frilling; setting on frills; sewing on buttons and button-holing; knitting a full-sized stocking; improved darning and mending; cutting out plain under-garments.	Running tucks; marking on finer materials; knitting a stocking with thickened heels; Swiss darning; cutting out any garment which can be made by children at the standard.
(6) * Geography (including physical geography).	The outlines of the geography of Europe; special knowledge of the geography of India. To draw outline maps of Europe and India. Latitude and longitude; annual motion of the earth; the seasons.	The outlines of the geography of Africa, America, and Australasia; special knowledge of the geography of the British Isles. To draw outline maps of Africa and America, and with greater detail, maps of the British Isles. Phases of the moon; tides.	The outlines of the geography of the world: special knowledge of the geography of the British colonies and dependencies. To draw maps of the great continents. General circumstances which determine climate; wind; rain; dew.
(7) History ...	The outlines of the history of England from the Norman conquest to Richard III.	The outlines of the history of England from Henry VII to Anne.	The outlines of the history of England from George I to Victoria, and of India (British period).
(8) Mathematics†	(1) Algebra; notation, and the first four rules.	(1) Algebra; the first four rules, resolution into factors, G. C. M. and L. C. M., easy fractions. (2) Geometry; Euclid to I-26, with easy deductions.	(1) Algebra, to simple equations involving two unknown quantities. (2) Geometry; Euclid, Book I with easy deductions.

* No grant will be given for a class subject in any standard in girls' schools unless needlework is taken up.

† In girls' schools mathematics may be taken up as a special subject. In order to earn a grant for mathematics in Standards VI and VII, scholars must satisfy the Inspector in both algebra and geometry.

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SCHEDULE I-A—*contd.*

2. STANDARDS OF EXAMINATION (MIDDLE).

SUBJECTS.	Standard V.	Standard VI.	Standard VII.
		ELEMENTARY SUBJECTS.	
(1) Reading ...	To read a passage from a more advanced book. Allusions to be explained in the case of passages previously read.	To read a passage from a more advanced reading-book. Allusions to be explained in the case of passages previously read.	To read a passage from a modern English poet, and another from a modern English prose writer.
	To recite 60 lines of poetry or 30 lines of prose, and to know their meaning.	To recite 80 lines of poetry or 40 lines of prose from a standard writer, and to know their meaning.	To recite 100 lines from a modern poet or 50 lines from a modern prose writer, and to know their meaning.
	Reading may be tested by passages from a newspaper, or from a book not comprised in the school course.		
(2) Writing ...	To write to dictation a passage of ten lines not previously read in the class. Copy-books to be shown.	To write a short narrative or letter. Copy-books and exercise-books to be shown. *Spelling, hand-writing and composition to be considered.*	To write a letter or narrative or a short essay on some subject comprised in the school course for the year. Exercise-books to be shown.
(3) Arithmetic ... A.—For boys	Vulgar fractions; simple proportion; practice; decimal fractions.	Proportion; interest; square and cubic measures.	Discount; stocks; profit and loss; exchange; square root.
	Progressive exercises in mental arithmetic.		
B.—For girls ...	G. C. M. and L. C. M.; vulgar fractions (simple); proportion (simple).	Vulgar fractions; proportion; practice; decimal fraction.	Interest; square measure.
	Progressive exercises in mental arithmetic.		
		CLASS SUBJECTS.*	
(4) English ...	To parse and analyse a simple sentence.	To parse and analyse a short complex sentence, and to know the method of forming English nouns, adjectives and verbs from each other.	Grammar and analysis of sentences; prefixes and terminations; easy derivations.
(5) Needlework (for girls only).	Gathering; stroking; setting-in; marking on coarse material; knitting socks or stockings; plain darning and mending stockings; patching old garments.	Pleating; frilling; setting on frills; sewing on buttons and button-holing; knitting a full-sized stocking; improved darning and mending; cutting out plain under-garments.	Running tucks; marking on finer materials; knitting a stocking with thickened heels; Swiss darning; cutting out any garment which can be made by children at this standard.
(6) Geography (including physical geography).	The outlines of the geography of Europe; special knowledge of the geography of India. To draw outline maps of Europe and India. Latitude and longitude; annual motion of the earth; the seasons.	The outlines of the geography of Africa, America and Australasia; special knowledge of the geography of the British Isles. To draw outline maps of Africa and America, and with greater detail, maps of the British Isles. Phases of the moon; tides.	The outlines of the geography of the world; special knowledge of the geography of the British colonies and dependencies. To draw maps of the great continents. General circumstances which determine climate; wind; rain; dew.
(7) History ...	The outlines of the history of England from the Norman conquest to Richard III.	The outlines of the history of England from Henry VII to Anne.	The outlines of the history of England from George I to Victoria, and of India (British period).
(8) Mathematics †	(1) Algebra; notation, and the first four rules.	(1) Algebra; the first four rules, resolution into factors, G. C. M. and L. C. M., easy fractions.	(1) Algebra, to simple equations involving two unknown quantities.
		(2) Geometry; Euclid to I-26, with easy deductions.	(2) Geometry; Euclid, Book I, with easy deductions.

*No grant will be given for a class subject in any standard in girls' schools unless needlework is taken up.

† In girls' schools mathematics may be taken up as a special subject. In order to earn a grant for mathematics in Standards VI and VII, scholars must satisfy the Inspector in both algebra and geometry.

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SCHEDULE I-A—(*contd.*)

2.—STANDARDS OF EXAMINATION (MIDDLE)—*contd.*

SUBJECTS.	Standard V.	Standard VI.	Standard VII.
(9) Elementary science.*	(*a*) The build of the human body; the names and positions of the organs of alimentation, circulation and respiration.	(*a*) The same, together with the processes of alimentation, circulation, and respiration.	(*a*) The same, together with the study of the eye, ear, and nose.
	(*b*) Gravitation, weight, and specific gravity.	(*b*) The common pump, barometer, and thermometer; pulleys and levers.	(*b*) Elementary properties of light and heat.
(10) Domestic economy (for girls only).	...	A course to be prescribed hereafter.	
		For "Drawing" see special subjects below.)	
		SPECIAL SUBJECTS.	
(12) An Indian vernacular † ...	(1) To read and translate into English a passage from the book or portion of the book read during the year.	(1) Improved reading and translation into English. Translation into the vernacular of short and easy sentences.	(1) To read and translate a passage from a book comprised in the school course. To translate, in writing, a short passage from an easy English reader.
	(2) To write the letters of the alphabet, and words of one or two syllables.	(2) To write, from the dictation of the teacher, an easy passage from the book or portion of the book read during the year.	(2) To write, from the dictation of the Inspector or teacher, a passage from a book comprised in the school course.
	(3) Inflections of nouns and pronouns.	(3) Inflections; easy syntax.	(3) Easy grammar.
(13) European language.	A.—*Latin.*	*A.—Latin.*	*A.—Latin.*
	Grammar to the end of regular verbs. Translation of easy sentences into English.	Irregular verbs and leading rules of syntax, knowledge of a first reading-book; translation of simple English sentences.	Grammar; Cæsar de Bello Gallico, Book I, or some other book approved by the Inspector. Somewhat longer sentences to be translated from English.
	B.—French or German.	*B.—French or German.*	*B.—French or German.*
	Grammar to the end of regular verbs. Ten pages of an easy reader. To write from dictation a few common words.	Inflexions and easy syntax. Improved reading and translation. Dictation.	Grammar; reading and translation of a text-book approved by the Inspector. Translation of easy sentences from English.
(14) Botany‡ ...	Characters of the root, stem, leaves, and parts of the flower, illustrated by specimens of common flowering plants. The phenomena of the movements of plants by twining, climbing, and catching hold of objects by tendrils or other contrivances.	The phenomena of the ripening of the flower into fruit. The various forms of fruits, and the structure of seeds, *e.g.*, a bean and grain of wheat or rice. The various contrivances to effect distribution. The phenomena of germination. The comparison of a fern and a moss with a flowering plant.	Structure of wood, bark, and pith; cells, vessels, and tissues. Functions of the stem, root, and leaves. The food of plants, and the manner in which a plant grows. The elements of classification according to natural characters, illustrated by familiar plants.
(15) Drawing.	*Freehand.*—Easy outlines of common objects, from the flat, combining straight and curved lines; conventionalised leaves, flowers, etc. All exercises to be drawn of the same size as the copies.	*Freehand.*—The same as for Standard V; but drawings to be increased or reduced in size proportionally.	*Freehand.*—Copying of designs, in outline, for needlework, metal work and architectural ornamentation (excluding the human figure).
		Geometry.—The bisection of straight and curved lines; the drawing of perpendiculars from or through any given points; drawing parallel lines, construction and division of angles; division of lines into equal or proportional parts; construction of triangles and quadrilaterals of given linear dimensions or given angles; and, as tests of accuracy, the copying of simple geometrical figures (*e. g.*, combinations of squares, triangles, circles, etc.)	*Geometry.*—Elementary constructions necessary for geometrical pattern drawing; constructions for a circle passing through three points, or touching three lines; of tangents to two circles; simple cases of inscription and circumscription; reduction or enlargement of figures; construction of irregular polygons when sides and angles are given; and construction (by a general method) of regular polygons.

N. B.—The clauses in italics apply to all succeeding standards.

* Instruction in the science subjects should be given mainly by experiment and illustration. If these subjects are taught to children by definition and verbal description only, such instruction will not be accepted as qualifying for a grant.

† An Indian vernacular may be taken as a class subject, the decision resting with the Department, and in boys' schools may be made compulsory at the option of the Local Government.

‡ The instruction in botany shall be given, as far as possible, with the object of cultivating the scholar's powers of observation.

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SCHEDULE I-A—(*contd.*)

2.—STANDARDS OF EXAMINATION (MIDDLE)—*contd.*

SUBJECTS.	Standard V.	Standard VI.	Standard VII.
(9) Elementary science*.	(*a*) The build of the human body; the names and positions of the organs of alimentation, circulation and respiration.	(*a*) The same, together with the processes of alimentation, circulation and respiration.	(*a*) The same, together with the study of the eye, ear and nose.
	(*b*) Gravitation, weight, and specific gravity.	(*b*) The common pump, barometer and thermometer; pulleys and levers.	(*b*) Elementary properties of light and heat.
(10) Domestic economy (for girls only).	A course to be prescribed hereafter.		
(11) Drawing ...	A course approved by the Inspector.		
	SPECIAL SUBJECTS.		
(12) An Indian vernacular †.	(1) To read and translate into English a passage from the book or portion of the book read during the year.	(1) Improved reading and translation into English. Translation into the vernacular of short and easy sentences.	(1) To read and translate a passage from a book comprised in the school course. To translate, in writing, a short passage from an easy English reader.
	(2) To write the letters of the alphabet, and words of one or two syllables.	(2) To write, from the dictation of the teacher, an easy passage from the book or portion of the book read during the year.	(2) To write, from the dictation of the Inspector or teacher, a passage from a book comprised in the school course.
	(3) Inflections of nouns and pronouns.	(3) Inflections; easy syntax.	(3) Easy grammar.
(13) European language.	*A.—Latin.*	*A.—Latin.*	*A.—Latin.*
	Grammar to the end of regular verbs. Translation of easy sentences into English.	Irregular verbs and leading rules of syntax. Knowledge of a first reading-book; translation of simple English sentences.	Grammar; Cæsar de Bello Gallico, Book I, or some other book approved by the Inspector. Somewhat longer sentences to be translated from English.
	B.—French or German.	*B.—French and German.*	*B.—French or German.*
	Grammar to the end of regular verbs. Ten pages of an easy reader. To write from dictation a few common words.	Inflexions and easy syntax. Improved reading and translation. Dictation.	Grammar; reading and translation of a text-book approved by the Inspector. Translation of easy sentences from English.
(14) Botany ‡ ...	Characters of the root, stem, leaves, and parts of the flower, illustrated by specimens of common flowering plants. The phenomena of the movements of plants by twining, climbing, and catching hold of objects, by tendrils or other contrivances.	The phenomena of the ripening of the flower into fruit. The various forms of fruits, and the structure of seeds, *e.g.*, a bean and grain of wheat or rice. The various contrivances to effect distribution. The phenomena of germination. The comparison of a fern and a moss with a flowering plant.	Structure of wood, bark, pith; cells, vessels, and tissues. Functions of the stem, root, and leaves. The food of plants and the manner in which a plant grows. The elements of classification according to natural characters, illustrated by familiar plants.

(*For "Drawing" see class subjects above.*)

N. B.—The clauses in italics apply to all succeeding standards.

* Instruction in the science subjects should be given mainly by experiment and illustration. If these subjects are taught to children by definition and verbal description only, such instruction will not be accepted as qualifying for a grant.

† An Indian vernacular may be taken as a class subject, the decision resting with the Department, and in boys' schools may be made compulsory at the option of the Local Government.

‡ The instruction in botany shall be given, as far as possible, with the object of cultivating the scholar's powers of observation.

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SCHEDULE I—*contd.*

3.—STANDARD OF EXAMINATION (HIGH).

(Final Examination).

For Boys only.	For Girls only.
COMPULSORY SUBJECTS.	
1. English.—A play of Shakspeare and a work of a standard prose writer.* A manual of English literature.†	1. The same.
2. Latin, French, German or an Indian vernacular:—Translation of passages from the prescribed text-book*; translation of easy passages in prose from a book not previously read in the class; translation of sentences from English Grammar.	2. The same.
3. Arithmetic and Book-keeping†	3. Arithmetic.
4. Mathematics.—Algebra, to quadratic equations. Euclid, Books I—IV with easy deductions. Mensuration.†	4. The History of England and of India.
5. Political Economy †	5. Domestic Economy.‡
General and Physical Geography†	General and Physical Geography.
OPTIONAL SUBJECTS.	
6. Drawing‖	6. Drawing.
7. Elementary Physics†	7. Music (as in the final examination for pupil-teachers, Schedule II).
8. Elementary Chemistry†	8. Botany.
9. An Indian vernacular, if not taken up as a compulsory subject.	9. The same.
10. The History of England and of India.	
ADDITIONAL SUBJECT (FOR TEACHERS ONLY).	
School Method §	School Method §

* The text-books in English and in the second language shall be published in the Code not less than one year in advance.

† The following list of text-books is intended to show the amount of work to be done in each subject; other books may be used in place of those named:—

English Literature—Collier's *History of English Literature, pp.* 101-218 *and* 358-539.

Book-keeping.—Inglis' *Book-keeping by single and double entry.* Chambers' Educational Course.

Mensuration—Todhunter's *Mensuration for Beginners.* The course prescribed for the Entrance Examination of the Calcutta University.

Political Economy—Mrs. Fawcett's *Political Economy for Beginners.*

Physical Geography—Blanford's *Physical Geography.*

Elementary Physics—Balfour Stewart's *Lessons in Elementary Physics,* omitting the chapters on sound, electricity and magnetism.

Elementary Chemistry—Roscoe's *Lessons in Elementary Chemistry,* omitting the chapters on organic chemistry.

Botany—Oliver's *First Book of Indian Botany,* Part I, and Chapters I and IV of Part II.

‡ A text-book on Domestic Economy will be published shortly.

§ The nature and extent of this subject is defined in the first year's course for Training Colleges for men, Schedule III.

‖ The course in Drawing will consist of—

(*a*) *Freehand*—As in Standard VII.

(*b*) *Plane Geometry*—As in Standard VII.

(*c*) *Model*—Drawing (unshaded) of common objects, such as are ordinarily found in a dwelling-house or school.

(*d*) *Perspective.*—The delineation in parallel and angular perspective of geometrical plane figures and regular solids (*e.g.*, square, circle, cone, pyramid, prism, cylinder, etc.)—no exercise to involve accidental vanishing points.

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SCHEDULE I-A—*contd.*

3.—STANDARD OF EXAMINATION (HIGH).

For Boys only.	For Girls only.
COMPULSORY SUBJECTS.	
1. English.—A play of Shakspeare and a work of a standard prose writer.* A manual of English literature.†	1. The same.
2. Latin, French, German, or an Indian vernacular:—Translation of passages from a prescribed text-book*; translation of easy passages in prose from a book not previously read in the class; translation of sentences from English Grammar.	2. The same.
3. Arithmetic—the whole	3. The same.
4. Mathematics:—Algebra to quadratic equations. Euclid, Books I—IV with easy deductions; Mensuration of plane surfaces, including the theory of surveying with the chain.	4. Domestic Economy†.
5. The History of England and of India, and General and Physical Geography.	5. The same.
OPTIONAL SUBJECTS.	
6. Drawing†	6. Drawing†.
7. Elementary Physics†	7. Music†.
8. Elementary Chemistry†	8. Botany†.
9. Latin or French or German or an Indian vernacular. } if not taken up as a compulsory subject.	9. The same.
10. Political Economy.†	
11. Book-keeping.†	
12. Plane Trigonometry, as far as the solution of triangles.	
ADDITIONAL SUBJECT (FOR TEACHERS ONLY).	
School Method.†	School Method.†

* The text-books in English and in the second language shall be published not less than one year in advance.

† The extent of the work in these subjects will be defined by the Local Government.

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SCHEDULE I—*contd.*

B.

I.—COURSE OF STUDIES IN INFANT CLASSES.

LOWER DIVISION.

The children should be taught to recognise the letters of the alphabet and to read easy words of two letters at sight. Printing the easy letters is very good practice.

The children should be practised in counting various objects, in order to form ideas of number. Small numbers, such as three and four, should be used at first, and the children should gradually learn to count up to ten.

Simple lessons on form, position, colour, and easily recognised qualities should be regularly given, followed after a time by simple object lessons with the special purpose of training the children to notice these qualities, etc., for themselves.

Singing (by ear), exercising, and marching, should be practised between other lessons, as a relief from them, and should occupy a large part of the children's time.

Girls should be taught how to thread a needle, and how to use a thimble.

	UPPER DIVISION.
Reading ...	Should be practised from a very simple reader until the children can recognise easy words of three or four letters at sight.
Poetry ...	Simple poetry, such as nursery rhymes, should be learnt by repeating them after the teacher. Care should be taken to make the children understand what they learn.
Spelling ...	The spelling of easy familiar words to be learnt, and the children should be exercised in writing these words as well as spelling them orally.
Handwriting ...	Great attention must be given to the proper formation of the letters, capital and small, and the figures 1 to 9.
Transcription ...	Easy passages from the simple reader in use.
Dictation ...	Easy words which the children have previously learnt to spell.
Counting ...	The children should be gradually trained to count higher numbers at least up to twenty.
Arithmetic ...	The addition of two concrete numbers each less than ten should be practised, beginning with the smallest, and gradually introducing the higher ones. Addition tables should be gradually introduced.
Object lessons ...	As in the Lower Division.
Singing ...	As in the Lower Division.
Needlework ...	The children should be taught to hem on coarse material, *e.g.*, a duster.

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SCHEDULE I-B—*contd.*

II.—COURSE OF STUDIES FOR THE PRIMARY STANDARDS.

SUBJECTS.	Standard I.	Standard II.	Standard III.	Standard IV.
		COMPULSORY SUBJECTS.		
Reading ...	Easy reading books not confined to words of one syllable, approved by the Inspector.	Approved reading books of suitable progressive difficulty.	Approved reading books of suitable progressive difficulty.	Approved reading books of suitable progressive difficulty.
Poetry ...	At least four lines to be learnt weekly, by repetition after the teacher. *In this, as in all the higher standards, the scholars should be made to thoroughly understand the poetry before it is learnt; and revision should frequently take the place of learning new verses.*	At least four lines to be learnt weekly, by repetition after the teacher.	The class to learn by themselves at least eight lines weekly, which have been previously repeated after the teacher.	The class to learn by themselves at least twelve lines weekly, which have been previously repeated after the teacher.
Handwriting ...	May be practised either on slates or on paper. In either case, double lines should be used, from about quarter to five-sixteenths of an inch apart. *Neatness and cleanliness should be insisted upon in this and all higher standards.*	Copy books to be used. Other writing may be either on slates or on paper. Writing in this standard also should be between double lines, say from three-sixteenths to a quarter of an inch apart.	Both copy and exercise books to be used. The writing to be between double lines or otherwise, as found desirable, in each individual case.	Both copy and exercise books to be used. The writing to be between double lines or otherwise, as found desirable in each individual case.
Transcription...	Prose from the readers in use in alternation with dictation.	Poetry and prose.	Poetry and prose.	Poetry and prose.
Dictation ...	Passage from chapters in the readers previously studied.	Passages from chapters in the readers previously studied.	Passages from chapters in the readers previously studied.	Passages from chapters in the readers previously studied.
Composition ...	As introductory training, the children should be encouraged to make their answers to questions usually take the form of a complete statement and *the teacher should on all occasions carefully and persistently correct errors and defects in their speech, particularly faulty idioms peculiar to India, not only in this but in all the following standards.*	Answering questions about familiar scenes and objects in whole sentences. Nouns or verbs being given, the children to form sentences containing them sometimes orally, sometimes in writing.	A simple letter on a given easy subject. A written exercise at least once a week, *e. g.*, the reproduction by the children, in their own words, of the substance of a short story which has been read or told to them, or an account of some familiar incident. A special lesson at least once a week for the discussion between class and teacher of the faults found in the above exercise.	In Standard IV the children should be frequently exercised in writing out the sense of a simple piece of poetry, *well within their comprehension*, in their own words.
Spelling ...	Words met with in the readers : words commonly used by the children : and all words used in connection with the work of the class. This subject should be taught incidentally in connection with every lesson (more particularly reading and those involving writing) as well as by special lessons. *All new words should be repeatedly written.*	Words met with in the readers : words commonly used by the children : and all words used in connection with the work of the class. This subject should be taught incidentally in connection with every lesson (more particularly reading and those involving writing) as well as by special lessons. *All new words should be repeatedly written.*	Words met with in the readers : words commonly used by the children : and all words used in connection with the work of the class. This subject should be taught incidentally in connection with every lesson (more particularly reading and those involving writing) as well as by special lessons. *All new words should be repeatedly written.*	Words met with in the readers ; words commonly used by the children ; and all words used in connection with the work of the class. This subject should be taught incidentally in connection with every lesson (more particularly reading and those involving writing) as well as by special lessons. *All new words should be repeatedly written.*

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SCHEDULE I-B—*contd.*

II.—COURSE OF STUDIES FOR PRIMARY STANDARDS—*contd.*

COMPULSORY SUBJECTS.—*contd.*

SUBJECTS.	Standard I.	Standard II.	Standard III.	Standard IV.
Tables ...	Addition tables ... Multiplication tables, up to at least 6×12, with a thorough understanding of their meaning. The above must be regularly practised *even after they are well known.*	Regular practice in the addition and multiplication tables (including "16 times"). Tables of English and Indian money to be learnt and understood.	Regular practice in the addition and multiplication tables. The tables of English and Indian weights and measures given in the notes below to be learnt.	Regular practice, at least once a week, in addition tables, multiplication tables, and the tables of weights and measures.
Notation and Numeration.	Numbers up to four figures.	Numbers of six figures	Millions ...	Millions
Arithmetic ...	Simple addition, simple subtraction, and simple multiplication by the numbers which correspond with the multiplication tables learnt.	All back work to be regularly practised. The remaining work connected with the four simple rules. Reduction of English and Indian money from one denomination to the one above or below; and other very easy problems requiring the application of the four simple rules, either separately or combined, to concrete numbers. To clearly understand the meaning of such expressions as *one*-fourth, *one*-seventh, *one*-half, etc., and know how to find such a part of a given number.	Regular practice in the four simple rules. Reduction and the compound rules in English and Indian money. Reduction from one denomination to the next above or below in any of the prescribed tables of weights and measures. Easy bills of parcels. Easy problems in the "unitary method," and in all the rules which have been studied.	Regular practice in all the work of the lower standards, *particularly in the four simple rules.* G. C. M. and L. C. M. with their application. Reduction to lowest terms, to a common denominator, easy addition, subtraction, multiplication, and division of vulgar fractions. Simple proportion by the unitary method. Problems requiring the application of the rules already studied.
Mental Arithmetic.	Very easy problems requiring the application to concrete numbers of the rules which have been mastered.	Problems involving the application to concrete numbers of the rules which have been studied.	Problems involving the application of the rules which have been studied.	Problems involving the application of the rules which have been studied.
Analysis and Grammar.	......	Practice in the division of short and easy sentences into Subject and Predicate; *after a time* making use of these terms to distinguish the two parts. The recognition of nouns, adjectives, personal pronouns, verbs (not including parts of the verb 'to be') and adverbs; preceded in each case by the reason for classifying them as one or the other. *Only easy exercises involving no peculiar difficulties should be given.*	The division into Subject and Predicate of longer sentences containing enlargements of the subject and extensions of the predicate, the scholars in all such cases to be required to point out the principal word in the subject, and the verb in the predicate. The recognition of the verb 'to be,' pronouns other than personal, conjunctions, and prepositions; and the full parsing of nouns, pronouns, adjectives and adverbs. *Peculiar difficulties should be avoided in the exercises.*	The complete analysis of an easy assertive simple sentence. Parsing of verbs in the active voice, indicative mood, and in the simple tenses only. Full parsing of all the other parts of speech *in assertive sentences containing no peculiar difficulties.*

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SCHEDULE I-B—*contd.*

II.—COURSE OF STUDIES FOR THE PRIMARY STANDARDS—*contd.*

SUBJECTS.	Standard I.	Standard II.	Standard III.	Standard IV.
		COMPULSORY SUBJECTS—*concld.*		
Geography ...	......	The shape of the earth. Division of its surface into land and water, and the sub-divisions of each, as well as mountains, table-lands, plains, etc., rivers and lakes. *A fixed form of definition should never be given until a clear idea of the thing to be defined has been formed for some time.* The eight principal points of the compass. Rough plans of the school compound and immediate neighbourhood, etc., should be drawn on the black board by the teacher, and on slates or paper by the children, with the object of teaching the latter to understand a map.	Revision of work in Standard II. *India.*—Its boundaries, a general knowledge of its surface, *i.e.*, to know what portions are mountains, table lands, or plains: the chief river basins, and the course of the main stream in each: the character of the various parts classified as cultivated land, jungle, or desert: the occupations of the people as determined by the productions in different districts, treated in a general way (no lists of names only). A few of the chief towns in each of the large districts, and any interesting facts connected with them. *In this and in all the higher standards, sketch maps of the countries studied should be constantly practised.* The earth's rotation on its axis, and its revolution round the sun. In this standard no mention should be made of the inclination of the earth's axis to the plane of its orbit.	Revision of the work of previous standards. *England and Wales.*—The study of "About England" (published by George Bell & Son). Latitude and Longitude
Object Lessons...	To be given in each class at least once a week. A list of the lessons, in the order in which they are given, must be preserved for submission to the Inspector. The following is intended as a guide to the work under this head. The teacher should give oral lessons, amply illustrated, on the animals, plants, and the things in general by which we are surrounded: on common properties, such as hardness, softness, brittleness, tenacity, porosity, etc., met with in familiar substances; on the use of various substances as determined by their qualities; on the various states of forms in which substances are found, solid, liquid, and gaseous, and instances of familiar changes in certain substances from one state to another: elementary notions of physical science connected with such subjects as heat, gravity, atmospheric pressure, etc.: very elementary ideas of human anatomy and physiology, etc. The lessons must be adapted in point of difficulty to the successive stages of mental growth of the scholars, and the teacher should first aim at the cultivation of the perceptive powers and the communication of useful knowledge. As the children become more advanced, attention should gradually be more and more devoted to the training and exercise of their reasoning faculties. On all occasions, but particularly when giving object lessons, the teacher should endeavour to do as little as is expedient himself, and to make the children do as much as possible themselves: he should lead his pupils, but should let *them* discover.			
Needlework (for girls only).	Hemming on coarse materials, *e. g.*, a holland apron; the hem to be turned down by the teacher. The children to be taught to secure the thread both at the beginning and at the "ending off" of the work. Plain knitting with two needles, *e. g.*, a pair of garters. Cross stitch on coarse canvass in straight lines.	To practise all work previously learnt. Hemming on finer material, *e.g.*, a handkerchief. The children to learn to turn down the hem. Knitting plain and purl, *e. g.*, a comforter. Cross stitch on canvass forming a simple design up and down, *e. g.*, the border of a mat or a kettle holder.	To practise all work previously learnt. To learn to make a simple petticoat or some other garment of similar difficulty, in which hemming, running, and felling are shown. To learn to knit a pair of ribbed cuffs. To learn to mark the simple letters of the alphabet on canvass.	To practise all work previously learnt. To learn to make a flannel banian or a flannel petticoat, introducing herring-bone stitch. To learn to knit a pair of baby's socks. To learn to mark all the letters of the alphabet on canvass. *In this and in the higher standards, the girls should be taught to mend their own clothes, and to darn their own stockings.*

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SCHEDULE I-B.—*contd.*

II.—COURSE OF STUDIES FOR THE PRIMARY STANDARDS—*contd.*

SUBJECTS.	Standard I.	Standard II.	Standard III.	Standard IV.
		OPTIONAL SUBJECTS.		
Latin				(*a*) Regular nouns of the five declensions. (*b*) Regular adjectives. (*c*) Declension of nouns and adjectives singly and in combination. (*d*) Regular Comparison of adjectives. (*e*) Personal pronouns. (*f*) General rules for gender. (*g*) Exercises consisting of easy simple sentences for translation from Latin into English and from English into Latin, introducing a few common verbs of which the translation should be given by the teacher. (*h*) Conjugation of the verb "*sum.*" In this standard *invariably* (and in the higher standards also, if necessary) the teacher should require the boys to give the English for each word in repeating the declensions. He should also continually exercise the boys in giving the English for individual cases of Latin nouns and adjectives, taking care that every possible translation is given in doing so; and in like manner require the Latin to be given for the English equivalents.
French ...				(*a*) Use of the indefinite and definite article singly and compounded with *de* and *à*, demonstrative and possessive pronouns. (*b*) Formation of the gender and plural of nouns and adjectives, avoiding difficult exceptions. (*c*) Chief rules for the position of adjectives and for the agreement of nouns and adjectives. (*d*) Simple comparison of adjectives. (*e*) Cardinal and ordinal adjectives up to 100 (simply). (*f*) Chief uses of *de, à, dans, en,* and adverbs of quantity, of *voici,* and *voilà, c'est* and *ce sont, monsieur, madame,* etc.

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SCHEDULE I-B—*contd.*

II.—COURSE OF STUDIES FOR THE PRIMARY STANDARDS—*concld.*

Subjects.	Standard I.	Standard II.	Standard III.	Standard IV.
		OPTIONAL SUBJECTS—*contd.*		
French—*contd.*				(*g*) Personal pronouns (used in the nominative only) and simple interrogative pronouns. (*h*) Conjugation of *avoir* and *être* simply, interrogatively and negatively. (*i*) Simple exercises in the above grammar, French into English and English into French (vocabulary given). *N. B.*—The kind of exercises and their scope should be such as are found in Chardenal's First French Course, pages 1-55, exercises 1-114.
Drawing ...	A graduated course in *Free hand* approved by the Inspector.			
Singing by note ...	A course in *Tonic Solfa* approved by the Inspector.			
Drill	A course approved by the Inspector.			

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SCHEDULE I—B—*contd.*

III.—COURSE OF STUDIES FOR THE MIDDLE STANDARDS.

SUBJECTS.	Standard V.	Standard VI.	Standard VII.
	COMPULSORY SUBJECTS.		
Reading ...	Approved reading books of suitable progressive difficulty.	Approved reading books of suitable progressive difficulty.	In this standard it will probably be unnecessary to use any books for reading in addition to the text-books required for the Middle Scholarship examination.
Poetry ...	The practice of studying and committing to memory suitable poetry at least once a week must be provided for in the time-table.	The practice of studying and committing to memory suitable poetry at least once a week must be provided for in the time-table.	The study of the poetry prescribed for the Middle Scholarship Examination. A considerable portion of this, if not the whole, should be committed to memory.
Handwriting ...	Both copy and exercise books to be used. Proper formation of the letters to be still insisted upon and great attention to be paid to neatness.	Both copy and exercise books to be used. Good writers to be allowed to form a running hand. Great attention to be paid to neatness.	Legibility and neatness to be insisted upon. Copy books not to be used unless absolutely necessary.
Dictation ...	Passages from chapters in the readers previously studied.	Unseen passages to be frequently given for dictation in addition to those previously studied.	Should be occasionally practised if the class is found to be weak in spelling.
Composition ...	Letter writing. The reproduction in the scholars' own words of a description or a story either read by themselves, or read or related to them by the teacher. The description of something which has shortly before been the subject of a lesson.	Letter writing. The reproduction in the scholars' own words of a description or story either read by themselves, or read or related to them by the teacher. The description of something which has shortly before been the subject of a lesson. The description of some scene or incident which has come within the range of their experience.	Letter writing. The reproduction in the scholars' own words of a description or a story either read by themselves, or read or related to them by the teacher. The description of something which has shortly before been the subject of a lesson. The description of some scene or incident which has come within the range of their experience. Paraphrasing and easy essay writing.
Spelling ...	This subject should be taught incidentally along with all the work of the class, and, if necessary, by special lessons for the purpose. The importance of *repeatedly writing* new words must not be overlooked.	This subject should be taught incidentally along with all the work of the class, and if necessary by special lessons for the purpose. The importance of *repeatedly writing* new words must not be overlooked.	This subject should be taught incidentally along with all the work of the class, and, if necessary, by special lessons for the purpose. The importance of *repeatedly writing* new words must not be overlooked.
Tables ...	The tables of weights and measures should be frequently revised.	The tables of weights and measures should be frequently revised.	The tables of weights and measures should be frequently revised.
Notation and Numeration.	Exercises should be occasionally given.	Exercises should be occasionally given.	Exercises should be occasionally given.
Arithmetic ...	Regular practice in all the work of the previous standards, *particularly in the four simple rules.* Vulgar fractions; Decimal fractions; Easy Compound Proportion (on the Unitary method).	Regular practice in all the work of the previous standards. Practice; more difficult Compound Proportion; Square Root; Interest, Simple and Compound; Calculations connected with rectangular areas, and with the capacities of rectangular solids or rectangular spaces of three dimensions.	Regular practice in all the work of the previous standards. Percentages; Profit and Loss; Discount; Exchange; Stocks.

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SCHEDULE I-B—*contd.*

III.—COURSE OF STUDIES FOR THE MIDDLE STANDARDS--*contd.*

SUBJECTS.	Standard V.	Standard VI.	Standard VII.
	COMPULSORY SUBJECTS—*contd.*		
Mental Arithmetic.	Problems involving the application of the rules which have been studied.	Problems involving the application of the rules which have been studied.	Problems involving the application of the rules which have been studied.
Analysis and Grammar.	The analysis of more difficult forms of the simple sentence, and of easy compound and complex sentences, special attention being paid to the relation of the subordinate to the principal sentence. The parsing of an easy complex sentence.	More difficult analysis and parsing.	More difficult analysis and parsing. Prefixes and Affixes.
Geography ...	Revision of the work of previous standards. The general geography of Europe, Asia, Africa, America, Australia, and Oceania, as treated in those chapters of Longman's Junior School Geography which treat of continents. Elementary ideas upon the cause of wind. The monsoons. Water, ice, steam, fog, mist, cloud, dew, rain, hail, snow.	Revision of the work in previous standards. The remaining countries of Europe and Asia as treated in Longman's Junior School Geography. Seasons, climate, phases of the moon, tides.	Revision of the work of all previous standards. A fuller knowledge of India, *viz.*, the physical features in detail; the political divisions with the more important sub-divisions; British territory, protected native states, independent states, foreign territories; aboriginal tribes and their distribution. The chief productions and where found: the chief manufactures and where carried on: the most important towns: distribution of the population: the means of communication: trade with foreign countries treated on broad lines.
History ...	From the earliest times to the accession of James I, defined in point of detail by the treatment of this period in "Gardiner's Outlines of English History," pages 1—194. NOTE.—The Teachers may in this and in the higher standards use any other suitable text-book. Gardiner's is only mentioned in order to define the extent in point of detail to which this subject should be studied. A similar remark applies to all text-books mentioned.	English History from the accession of James I to the accession of George III, similarly defined in extent by the treatment of this period in Gardiner's "Outlines," pages 195—326.	Revision from the accession of Henry VII. English History from the accession of George III to the present time, as defined in extent by the treatment of this period in Gardiner's "Outlines," page 326 to the end.
Needlework (for girls only).	To practise all work previously learnt. To learn to cut out and to make a child's chemise requiring gathering, stroking, and the making of button-holes. To practise marking the letters of the alphabet on coarse calico. To knit larger socks. *In this and in the higher standards the girls should be taught to mend their own clothes, and to darn their own stockings.*	To practise all work previously learnt. To learn pleating and frilling. To cut out and make a pinafore with a pleated frill at the bottom and a gathered frill at the neck. To knit a pair of stockings for a child of 10 or 12 years old. To mark ordinary articles of dress.	To practise all work previously learnt. To learn "whipping." To cut out and make a little frock with a whipped frill at the neck, and having two tucks at the bottom, with feather or coral stitch worked thereon. To knit a full-sized pair of stockings. To darn a long slit in cotton or linen.
Object Lessons.	To be given at least once a week. A list of the lessons given must be preserved for submission to the Inspector. Experiments and illustrations should be very freely introduced; and the teachers should distinctly understand that the object of the lessons is not so much to impart knowledge, as to encourage the scholars to observe for themselves, and to cultivate, as far as possible, their reasoning powers. In furthering this object, the teachers should refrain from telling more than is expedient, and as far as possible, lead the scholars to discover for themselves. As a guide to the teacher in selecting subjects for these lessons, the following may be mentioned as examples :— lessons connected with the Physical Geography studied by the class; lessons connected with one of the Science Courses; lessons connected with any industry carried on in the district. The teachers should give lessons which deal with portions of such subjects as physical science, physiology, etc., in connected series, arranged in logical sequence.		

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SCHEDULE I-B—*contd.*

III.—COURSE OF STUDIES FOR THE MIDDLE STANDARDS—*contd.*

SUBJECTS.	Standard V.	Standard VI.	Standard VII.
	OPTIONAL SUBJECTS.		
Algebra ...	Algebraical notation. Substitution of numerical values Addition and subtraction. The use of brackets. Regular practice in removing brackets, and in placing expressions within brackets. Multiplication. To learn the following results:— $(a \pm b)^2 = a^2 \pm 2ab + b^2$. $(a+b)(a-b) = a^2 - b^2$. and to practise the application of this knowledge to similar expressions. Easy division. To learn the factors of $a^2 \pm 2ab + b^2$ and $a^2 - b^2$; and to practise the application of this knowledge to similar expressions. Practice in the expression of arithmetical operations by the use of algebraical symbols.	Revision of the work done in Standard V. More difficult division. Resolution into factors. Easy simple equations involving one unknown quantity, and easy problems therein. Highest common factor and least common multiple. Easy fractions.	Revision of the work done in Standards V and VI. Simultaneous equations of two unknown quantities, and easy problems therein. Square root.
Euclid ...	The study of Book I, Propositions 1 to 8, with the definitions, axioms and postulates required in doing so. Easy exercises on these propositions.	Revision of the work done in Standard V. Book I—Propositions 9—32 with the rest of the definitions, etc. Easy exercises on the above propositions.	Book I and exercises thereon.
Domestic Economy.	The study of "Domestic Economy and Household Science" by Robert James Mann, M. D., pages 1—64, *taught as far as possible by oral lessons.*	Revision of the work done in Standard V. The study of Dr. Mann's "Domestic Economy," pages 64—129, *taught as far as possible by oral lessons.*	Revision of the work done in Standards V and VI. The study of Dr. Mann's "Domestic Economy," pages 130—231, *taught as far as possible by oral lessons.*
Latin ...	(*a*) Revision of the work done in Standard IV. (*b*) Declension of ordinary irregular, defective and variable nouns and adjectives. (*c*) Rules for gender in detail. (*d*) Comparison of adjectives and adverbs. (*e*) Cardinal and ordinal numeral adjectives. (*f*) The regular verbs in the active and passive voices, the deponent verbs, the compounds of the verb *sum* with *possum*. (*g*) Principal parts of verbs in common use. (*h*) The syntax of the concords, and of the common uses of the nominative, vocative, accusative and dative cases. (*i*) Translation of simple sentences from Latin into English, and from English into Latin, bearing on the above grammar. The English (or the Latin, as the case may be) of all new words should be given.	(*a*) Revision of the work done in Standards IV and V. (*b*) The conjugation of the irregular verbs *fero, eo, volo, fio*, and their compounds. (*c*) A reading book of simple prose, such as Bennett's First Latin Reader or Epitome Historiæ Sacrae (about 15 pages of either.) (*d*) Translation of easy sentences from English into Latin, illustrating the rules of syntax met with in the prescribed portion of the text-book. The Latin of all new words in these exercises should be given.	(*a*) Revision of the work done in Standards IV, V and VI. (*b*) The remainder of the accidence not done in the previous standards. (*c*) The Middle School Examination text-book. (*d*) The remaining rules of syntax required for the study of the text-book, and illustrative exercises on these rules, not taken from the text-book. The Latin of the less obvious words should be given. Continuous prose should be avoided in setting these exercises. (*e*) Easy unseen passages.

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SCHEDULE I-B—*contd.*

III.—COURSE OF STUDIES FOR THE MIDDLE STANDARDS—*contd.*

SUBJECTS.	Standard V.	Standard VI.	Standard VII.
	OPTIONAL SUBJECTS—*contd.*		
French ...	(*a*) Revision of work done in Standard IV. (*b*) Regular conjugation of verbs; also interrogatively and negatively; peculiarities demanded by pronunciation. (*c*) Plural and gender of commonly used nouns and adjectives. (*d*) Chief rules for gender. (*e*) Chief uses of personal pronouns as direct and indirect objects. (*f*) The remainder of the pronouns. (*g*) Translation of simple sentences from English into French, illustrating the above grammar; less common words being given. (*h*) About 400 lines of a very easy French prose reader with questions on accidence and easy syntax.	(*a*) Revision of work done in Standards IV and V. (*b*) The conjugation of the chief irregular verbs. (*c*) About 800 lines of easy French prose. (*d*) Easy sentences illustrating such constructions as are met with in the reader.	(*a*) Revision of work done in Standards IV, V, and VI. (*b*) Middle School Examination text-book. (*c*) Rules of syntax met with in the text-book to be illustrated by similar exercises of English into French; easy continuous English prose into French; simple letter-writing and simple idioms.
Science ...	Science should be taught chiefly by oral lessons; experiments and illustrations being as freely used as possible. A text-book is of little value in the absence of such teaching. The text-books named below indicate the extent of the work, but others may be used in their stead.		
	Course A.—Loewy's "Graduated Course of Natural Science," Part I.		
	Pages 1 to 44.	Revision of the work of Standard V, and pages 45 to 98.	Revision of the work of Standards V and VI, and pages 99 to the end.
	Course B.—Foster's "Primer of Physiology."		
	Pages 1 to 50.	Revision of the work of Standard V, and pages 51 to 103.	Revision of the work of Standards V and VI, and pages 103 to the end.
Drawing ...	*Freehand.*—The copying of more difficult figures should be practised, and greater attention should be paid to the finish (*lining in*) of the drawings—clean lines and an entire absence of "smudge" being insisted upon. *Perspective.*—At least sufficient instruction should be given in perspective to enable the scholars to understand the broad principles connected with the vanishing of receding parallel straight lines, and the foreshortening of circles in planes at an angle with the picture plane, to enable the scholars to draw with intelligence the outlines of simple geometrical solids and other easy objects from the actual objects themselves. If possible, a little geometrical perspective should be taught. *Model Drawing.*—Regular practice should be given in carefully graduated exercises, introducing at first easy rectilineal figures, such as a cube, or a parallelopiped; next, figures containing circular outlines such as a cylinder, or a cone; next, figures containing octagons, triangles, and more difficult rectilineal combinations; next objects with irregular curves in their outlines, such as a water jug, a hat; and lastly, combinations of the foregoing.		
Singing by note.	A course in *Tonic Solfa* approved by the Inspector.		
Drill ...	A course approved by the Inspector.		

Code of Regulations for European Schools in Bengal, 1889-90.

Code of Regulations for European Schools in Bengal, 1895.

SCHEDULE I-B—*contd.*

IV.—COURSE OF STUDIES IN HIGH SCHOOL CLASSES.

Preparation for the High School Examination (see Chapter VIII of the Code), or for such other examinations as have been recognised by the Local Government for this purpose (see the note to Art. 17).

Code of Regulations for European Schools in Bengal, 1889-90.

SCHEDULE II.

Standards of Examination for Pupil-teachers.

SCHEDULE III.

Training Colleges. Subjects of Examination.

SCHEDULE IV.

Form of Scholar's Register.

SCHEDULE V.

I.—FORM OF MEMORANDUM OF AGREEMENT.

(ARTICLE 49 *c.*)

MEMORANDUM OF AGREEMENT between[1] ____________________

____

____

hereinafter called *the Managers*, on behalf of the Managers of the ____________ School, and[2] ____________ hereinafter called *the Surety*, the[3] ____________ of[4] ____________ hereinafter called the *Pupil-teacher.*

The Managers, for themselves, their executors, administrators, and assigns agree with the Surety, h—[5] executors, administrators, and assigns as follows:—

1. The Managers agree to engage the pupil-teacher to serve under a certificated teacher during the usual school hours, in keeping and teaching the said school for not less than two hours and not more than four hours daily during the engagement. Sunday is expressly excluded from the engagement.

2. This engagement shall begin on the first day of[6] ____________ 18 , and subject to the proviso in paragraph 5, shall end on the last day of[7] ____________ 18 .[8]

3. The pupil-teacher shall be paid as wages[9] ____________ per[10] ____________ in the first year, and this sum shall be increased by ____________ per[10] ____________ in each subsequent year of the engagement; but such increase may be stopped, at the discretion of the Managers of the said school for the time being, for the unexpired remainder of any year after receipt of notice from the Department that the pupil-teacher has failed to pass the examination or to fulfil the other conditions required of a pupil-teacher, according to the standard of the preceding year, as prescribed in the articles of the Code of the Department applicable to the case.

4. The Managers shall also pay to the pupil-teacher one-half of the amount received from the Department on his account under the provisions of article 53 of the said Code. This payment shall be over and above all payments made as wages under paragraph 3 of this agreement.

5. *Provided* always that if the pupil-teacher fails to pass an examination for any year as specified in paragraph 3 of this agreement, this engagement shall, on the application of the Managers and with the consent of the Department, end on the last day of ____________ 18 .[11]

When this engagement is so extended the course of study and the wages of the pupil-teacher in the remainder of the year succeeding that in respect of which the pupil-teacher failed, shall be the same as in the last mentioned year, and that year shall not be reckoned in calculating any payment to be made under paragraph 7 of this agreement.

6. The pupil-teacher, while the school is not being held, shall receive without charge, from a duly qualified teacher, special instruction for at least one hour a day. Such special instruction, and any instruction in secular subjects given to the pupil-teacher during school-hours, shall be in the subjects in which the pupil-teacher is to be examined during this engagement pursuant to the said articles.

7. The pupil-teacher shall be liable to dismissal without notice for idleness, disobedience, or immoral conduct of a gross kind respectively; and this engagement shall be terminable on either side by a written notice of six months, or in lieu of such notice by the payment on either side of a sum equal to half the wages payable under paragraph 3 to the pupil-teacher for the year in which the engagement is terminated; such payment to be recoverable as a debt by the party entitled to receive it and to be over and above the settlement of all other accounts between the parties.

8. The pupil-teacher enters into this engagement freely and voluntarily on h—[12] own part and with the privity and consent of the Surety.

9.[13] The Surety agrees with the said Managers, their executors, administrators, and assigns to clothe, feed, lodge, and watch over the pupil-teacher during the continuance of this engagement in a manner befitting the same.

Signed [14] this ____________ day of ____________ 18____,

____________ in presence of ____________

____________ in presence of ____________

____________ in presence of ____________

N. B.—1. This memorandum must be executed *by all the parties named in it,* viz.:—

Managers.

Surety.

Pupil-teacher.

Names, etc., in full of
iorum of the Managers.

Name, etc., in full of
er or other Surety of
pupil-teacher.
ather, or as the case
be.
Name in full of the pu-
eacher.
His or her.

The month defined by
cle 8.
Preceding month.
Three full years.
The sum to be inserted
t be fixed at the dis-
ion of the parties, hav-
in view the local rate
vages and the advan-
s of the school as a
e wherein to learn the
ness of a teacher.
Month, or as the par-
may agree.

One year later than
second date in para-
ph 3.

His or her.

This paragraph may
nodified if the pupil-
ner is treated as a
der.

All the parties named
t sign, but need not
o together. Each sig-
re should be written
a separate line, and
t be attested by that
witness who sees it
e. The same witness
attest more than one
ature.

Code of Regulations for European Schools in Bengal, 1895.

(Cancelled.—See Section III of Chapter V.)

(Cancelled.—See Sections III and IV of Chapter VI.)

(Cancelled.)

SCHEDULE II.

I.—FORM OF MEMORANDUM OF AGREEMENT.

(ARTICLE 59 *c*.)

MEMORANDUM OF AGREEMENT between[1] ______________________________

____

hereinafter called *the Managers*, on behalf of the managers of the __________ School,[2] __________ hereinafter called *the Pupil-teacher*, and[3] ______________________________ hereinafter called *the Surety*, the[4] ______________________________ of the pupil-teacher.

The managers, for themselves, their executors, administrators, and assigns, covenant with the pupil-teacher, and with the surety, h—[5] executors, administrators, and assigns, and the pupil-teacher and the surety for himself, his executors, administrators, and assigns, covenant with the managers, their executors, administrators, and assigns, as follows:—

1. The pupil-teacher is engaged to teach a class daily, except on holidays, for not less than two and not more than four hours, under the regular guidance and constant supervision of a competent teacher, approved for that purpose by the Inspector.

2. The pupil-teacher shall study for at least two hours daily, except on holidays, those subjects of secular instruction in which h—[6] is to be examined during this engagement pursuant to Article 62 of the Code; such study to be personally directed and supervised by a competent teacher approved by the Inspector, who shall also give to the pupil-teacher, without charge, whatever instruction is necessary for the proper study of the said subjects.

3. The managers shall pay to the pupil-teacher as wages[7] __________ per[8] __________ in the first year, and this sum shall be increased by[7] __________ per[8] __________ in each subsequent year of the engagement; but if the pupil-teacher should fail to satisfy the conditions specified in Article 62 *(b) (c)* and *(d)* of the Code, the annual increment may be stopped for the year following such failure, at the discretion of the managers.

4. The wages paid to the pupil-teacher under paragraph 3 of this agreement shall be over and above any Government grant which may be received by the pupil-teacher under the provisions of Article 65 of the Code.

5. This engagement shall begin on the 1st of January 18——, and shall end on the 31st of December 18[9]——; provided always that if the pupil-teacher fails to satisfy the conditions required in Article 62 *(b) (c)* and *(d)* of the Code, and is permitted to continue working as a pupil-teacher under the terms of article 64, this engagement shall be extended one year each time such permission is granted. When this engagement is so extended, the year in which the failure which was the cause of the extension took place shall not be reckoned in calculating any payment to be made under paragraph 6 of this agreement.

6. The pupil-teacher shall be liable to dismissal without notice for idleness, for disobedience, or for immoral conduct of a gross kind; and this engagement shall be terminable on either side by a written notice of six months, or in lieu of such notice by the payment on either side of a sum equal to half the wages payable to the pupil-teacher under paragraph 3 for the year in which the engagement is terminated; such payment to be recoverable as a debt by the party entitled to receive it, and to be over and above the settlement of all other accounts between the parties.

7. The pupil-teacher enters into this engagement freely and voluntarily on h—[10] own part, and with the privity and consent of the surety.

8.[11] The surety agrees with the said managers, their executors, administrators and assigns to clothe, feed, lodge, and watch over the pupil-teacher during the continuance of this engagement in a manner befitting the same.

Signed[12] the __________ day of __________ 18——.

__________ in presence of __________

__________ in presence of __________

__________ in presence of __________

N.B.—1. This memorandum must be executed *by all the parties named in it*, viz:—

Managers.

Surety.

Pupil-teacher.

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[1] Names, etc., in full of a quorum of the Managers.

[2] Name in full of the pupil-teacher.

[3] Name, etc., in full of father or other Surety of the pupil-teacher.

[4] Father, or as the case may be.

[5] His or her.

[6] He or she.

[7] The sum to be inserted for the first year and the amount of the annual increment must be fixed at the discretion of the parties, having in view the local rate of wages and the advantages of the school as a place wherein to learn the business of a teacher.

[8] Month, or as the parties may agree.

[9] Three full years.

[10] His or her.

[11] This paragraph may be modified if the pupil-teacher is a boarder in the school.

[12] All the parties named must sign, but need not do so together. Each signature should be written in a separate line, and must be attested by that of a witness who sees it made. The same witness may attest more than one signature.

Code of Regulations for European Schools in Bengal, 1889-90.

2. If it be executed with blanks still remaining in it, they cannot legally be filled up afterwards, except as part of a new agreement requiring a new stamp.

3. The memorandum when executed should be deposited with the school papers [article 44 *(d)*]. The surety should have either an executed duplicate (which requires a second stamp) or a certified copy. The agreement exists only between the persons who sign it. If any of them are changed (*by removal of managers or otherwise*) a new agreement in the following form should be executed.

II.—FORM OF NEW AGREEMENT ON CHANGE OF MANAGERS.

MEMORANDUM OF AGREEMENT between[1] ____________________

within and hereinafter described as *the Surety;*[2] ____________________

____

the persons within described as *the Managers;*[3] ____________________

and[4] ____________________

____

hereinafter described as *the managers.*

1. The said surety and the said[5] ____________________

____

hereby mutually rescind the within written Agreement, and agree that the same shall be henceforth determined, and of no further force as regards the future.

2. The said Surety and the said Managers hereby mutually agree to adopt and enter into an Agreement in the same words and to the same effect as the within written Agreement for the unexpired term thereof; and that the like obligation and responsibility shall exist, and be of force between them in like manner and to all intents and purposes as if the name of the said[5] __________ had been inserted therein and signed thereto, instead of the name of the said [6] ____________________

Signed[7] this __________ day of __________ 18____,

____________________ in the presence of ____________________

____________________ in the presence of ____________________

____________________ in the presence of ____________________

N.B.—This memorandum must be executed *by all the parties named in it,* viz.:—

Managers.
Surety.
Pupil-teacher.

If it be executed with blanks still remaining in it, they cannot legally be filled up afterwards except as part of a new agreement requiring a new stamp.

III.—FORM FOR CANCELLING ENGAGEMENT OF PUPIL-TEACHERS.

To be endorsed on the original Memorandum.

The within written Memorandum of Agreement is cancelled by the undersigned parties, being the same parties by whom it was executed.

Witness our hands this _____ day of __________ 18__________

____

____

[1] The *Surety* in the existing memorandum.
[2] The Managers in the original memorandum and the executors of any of them who are deceased.
[3] The name, description, and address of the new Manager or Managers.
[4] The name, description and address of the present Managers excluding such as will be no longer Managers, and including the new Manager or Managers.
[5] The new Manager or Managers.
[6] Deceased or outgoing Manager.
[7] All the parties named must sign, but need not do so together. Each signature should be written on a separate line, and must be attested by that of a witness who sees it made. The same witness may attest more than one signature.

Code of Regulations for European Schools in Bengal, 1895.

2. If it be executed with blanks still remaining in it, they cannot legally be filled up afterwards, except as part of a new agreement requiring a new stamp.

3. The memorandum when executed should be deposited with the school papers [Article 41 (*e*)]. The surety should have, either an executed duplicate (which requires a second stamp) or a certified copy. The agreement exists only between the persons who sign it. If any of them are changed (*by removal of managers or otherwise*), a new agreement in the following form should be executed :—

II.—FORM OF NEW AGREEMENT ON CHANGE OF MANAGERS.

(*To be endorsed on the Memorandum of Agreement.* Form I.)

MEMORANDUM OF AGREEMENT between [1] ______________________________

____

the persons described in the within written Agreement as the *managers* ;[2] ______________

____

hereinafter called *the Managers*,[3] ______________________________

hereinafter called *the Pupil-teacher*, and[4] ______________________________

____

hereinafter called *the Surety*.

1. The said[1] ______________ the pupil-teacher and the surety hereby rescind the within written Agreement, and mutually agree that the same shall be henceforth determined, and of no further force as regards the future.

2. The managers, the pupil-teacher, and the surety hereby mutually agree to adopt and enter into an agreement, in the same words and to the same effect as the within written Agreement, for the unexpired term thereof; and that the like obligation and responsibility shall exist and be of force between them in like manner and to all intents and purposes as if the name of the said[5] ______________________________
had been inserted therein and signed thereto, instead of the name of the said[6] ______________

Signed[7] this ______________ day of ______________ 18——,

______________ in the presence of ______________

______________ in the presence of ______________

______________ in the presence of ______________

[1]The Managers in the original memorandum and the Executors of any of them who are deceased.

[2]The present Managers, including the new Manager or Managers.

[3]The Pupil-teacher.

[4]The Surety in the existing memorandum.

[5]The new manager or managers.

[6]Deceased or out-going manager or managers.

[7]All the parties named must sign but need not do so together. Each signature should be written in a separate line, and must be attested by that of a witness who sees it made. The same witness may attest more than one signature.

N. B.—This memorandum must be executed *by all the parties named in it*, viz. :—

Managers.
Surety.
Pupil-teacher.

If it be executed with blanks still remaining in it, they cannot legally be filled up afterwards, except as part of a new agreement requiring a new stamp.

III.—FORM FOR CANCELLING ENGAGEMENT OF PUPIL-TEACHERS.

To be endorsed on the Memorandum of Agreement.

The within written Memorandum of Agreement is cancelled by the undersigned parties, being the same parties by whom it was executed.

Witness our hands this ______________ day of ______________ 18______

____

____

Code of Regulations for European Schools in Bengal, 1889-90.

SCHEDULE III.

FORM OF

LETTER OF RECOGNITION FOR TEACHERS.

____

is permitted by the Education Department to work as (*a*) ______________________

____

This permission may at any time be cancelled, suspended or altered at the discretion of the Inspector.

Dated ______________________189 .

____

Inspector of European Schools.

(*a*) Principal Teacher of a Primary, Middle, or High School; or Assistant Teacher in the Primary, Middle or High Section of a school.

(This foot-note to be printed in the Code, but not on the Certificate.)

Code of Regulations for European Schools in Bengal, 1889-90.

Code of Regulations for European Schools in Bengal, 1895.

SCHEDULE IV.

FORM OF

CERTIFICATE OF PROFICIENCY IN THE ART OF TEACHING.

____

having passed the ______________________________ Examination

in the ______________________________,* having taught for fully two years

____

____†

to the satisfaction of ______________________________

Inspector of European Schools, and having obtained ________________ per cent.

of the possible marks in the paper on "School Management and the Art of Teaching,"

set at the High School Examination for European Schools held in the year __________

is therefore awarded this certificate in testimony of __________ skill and ability as a

teacher.

____

The ________________ 189 . } *Director of Public Instruction.*

*Fill in Class or Division.

† Fill in the particular class or classes taught, the average number of pupils in such class or classes, and, if the teacher has changed from one class to another during the two years, the period during which each class was taught.

(The foregoing foot-notes to be printed in the Code, but not on the Certificate.)

Note.—The possession of this certificate does not entitle the holder to teach in any higher section than that specified in his Letter of Recognition.

Code of Regulations for European Schools in Bengal, 1889-90.

Code of Regulations for European Schools in Bengal, 1895.

SCHEDULE IV—*contd.*

[ON REVERSE.]

Record of examinations passed subsequent to the issue of this certificate. Each entry must be vouched for by the Inspector of European Schools of the Province.

1. *________________________in the †________________

Attested by ________________________

*Dated*________________. *Inspector of European Schools,* ‡________________

2. *________________________in the †________________

Attested by ________________________

*Dated*________________. *Inspector of European Schools,* ‡________________

3. *________________________in the †________________

Attested by ________________________

*Dated*________________. *Inspector of European Schools,* ‡________________

4. *________________________in the †________________

Attested by ________________________

*Dated*________________. *Inspector of European Schools,* ‡________________

5. *________________________in the †________________

Attested by ________________________

*Dated*________________. *Inspector of European Schools,* ‡________________

* Name of the examination.
† Class or Division.
‡ Province.

Code of Regulations for European Schools in Bengal, 1889-90.

Code of Regulations for European Schools in Bengal, 1895.

APPENDIX.

FORM OF TRUST DEED.

THIS INDENTURE made the day of 189 , between hereinafter called the said Trustees, of the one part, and THE SECRETARY OF STATE FOR INDIA IN COUNCIL, hereinafter called the said Secretary of State, of the other part. WHEREAS the piece or parcel of land hereinafter described and expressed to be hereby assured is now vested in the said Trustees as Managers and Trustees of the School, AND WHEREAS by the present Code of Regulations for European Schools issued by the Government of India it is *inter alia* declared under the head of "Building Grants" (Chapter VII, Articles 83 to 97) as follows :—

Full names, addresses and descriptions of the Trustees or Managers of the school.

Name of school.

"Grants may be given to managers of schools other than those excluded under Article 7 in aid :—

(a) of erecting, enlarging, or furnishing school buildings ;

(b) of executing extensive repairs ;

(c) in special cases, of paying off debts incurred in erecting or enlarging school buildings ;

"NOTE.—Expenditure in the Purchase of buildings may be treated as expenditure in the erection of buildings.

(d) of acquiring land for school purposes.

Before a grant is sanctioned under the preceding articles, the Department must be satisfied :—

(a) that the European population of the locality is sufficiently large to render the existence of the school necessary, and to give a reasonable probability of its permanence ;

(b) that the school is suited to the requirements of the locality ;

(c) that the school is likely to be maintained in efficiency ;

(d) that the school will be open to inspection ;

NOTE.—In the case of a school not receiving a maintenance grant, the inspection shall be limited to ascertaining that the buildings are maintained in good repair, that the sanitary arrangements are satisfactory, and that the school is properly conducted.

(e) that the site, plans, estimates, and specifications are suited to the school, and the title to the property is clear.

"If any building towards the erection, purchase, or repair of which a grant has been made by the Government, is subsequently diverted to other than educational purposes, the Government shall have a prior lien upon the building for the recovery of the grant, and a provision to this effect shall invariably be made in the trust deed."

AND WHEREAS the said Trustees have applied to the said Secretary of State for a grant in aid of AND WHEREAS the Director of Public Instruction, Bengal, acting for and on behalf of the said Secretary of State, has satisfied himself that the site, plans, estimates, and specifications of the said buildings are suited to the school, and that the title to the said land forming the site is in order, and has accordingly sanctioned a grant of Rs. to be paid to the said Trustees on their completing the said buildings to his satisfaction and in accordance with the plan and specifications aforesaid, in consideration of their executing in favour of the said Secretary of State such conveyance or assurance as is hereinafter contained. NOW THIS INDENTURE WITNESSETH that in pursuance of the said agreement in this behalf, and in consideration of the said grant-in-aid or sum of Rs. to be hereafter paid as aforesaid by the said Secretary of State to the said Trustees, they the said Trustees do, and each of them doth, hereby grant, convey and assign unto the said Secretary of State, his successors and assigns, all that piece or parcel of land situate in the registration district of , sub-district of , and thannah of , containing by estimation an area of , and bounded on the north by , on the south by , on the east by , on the west by , together with all and singular the buildings and erections now being or which may hereafter be thereon expressly including the said buildings to be erected as aforesaid, and all rights, easements, and appurtenances whatsoever usually held or occupied herewith or reputed to belong or be appurtenant thereto, and also all furniture, fixtures, fittings, maps, and other school apparatus, school-books, and chattels, for the time being in and belonging to, or used or to be used for the said school, and all the estate, right, title, interest, claim, and demand of the said Trustees into and upon the said hereditaments and premises. TO HAVE AND TO HOLD the said piece or parcel of land, hereditaments, chattels, and effects, and all other the premises expressed to be hereby assured unto and to the use of the said Secretary of State, his successors in office, and assigns, according to the nature and tenure thereof respectively, upon the trusts nevertheless and to and for the intents and purposes following, that is to say upon trust to permit the same hereditaments and premises to be used as a school for the education of European children, the said school to be managed and conducted in all respects in accordance with the rules and regulations for the time being in force of the Education Department in Bengal, and to be always open at all times to the inspection of the Director of Public Instruction in Bengal, for the time being, or of any officers of Government appointed for that purpose, and upon further trust in case the said Trustees or their successors in that office shall at any time fail to maintain and keep in good and substantial order and repair and condition the buildings to be erected in the said hereditaments and premises, to the end that the same may be always efficient for use for the purposes of the said school, or if the said school shall at any time cease to exist, or cease to be conducted in accordance with the foregoing rules, then and in any of such cases to forthwith make sale and absolutely dispose of the said hereditaments and premises, and apply the proceeds of such sale, after payment thereout of all costs and expenses

Here state the purpose for which the money is required.

attending the same, in or towards recouping or reimbursing to the said Secretary of State, his successors or assigns, the said grant-in-aid or sum of Rs. , and pay the surplus, if any, to the said Trustees parties hereto, or other the Trustees or Trustee for the time being, of the said school. In witness whereof the said parties to these presents have hereunto set their respective hands and seals, the day and year first above written.

Signed, sealed, and delivered, by the above-named , in the presence of }

Signed, sealed, and delivered, by the above-named , in the presence of }

Signed, sealed, and delivered, by Secretary to the Government of Bengal, in the Revenue and General Departments, for and on behalf of His Honour the Lieutenant-Governor of Bengal, acting in the premises for and on behalf of the Secretary of State for India in Council, in the presence of }

No. 39. From—Sir ALFRED CROFT, K.C.I.E., President of the Committee for the Revision of the Code of Regulations for European Schools in Bengal, to the Secretary to the Government of India, dated the 22nd October, 1895.

In continuation of my letter dated the 30th ultimo, I have the honour to submit herewith the signed copy of the Report of the Committee appointed in Home Department Resolution No. $\frac{2}{50-69}$, dated 7th February, 1895, to revise the Code of Regulations for European Schools.

No. 40. FROM Sir ALFRED CROFT, K.C.I.E., President of the Committee for the Revision of the Code of Regulations for European Schools in Bengal, to the Secretary to the Government of India, Home Department, dated the 17th January, 1896.

IN continuation of my letter, dated the 30th September, 1895, submitting the first portion of the Report of the Committee appointed, under the Resolution in the Home Department, No. $\frac{2}{50-69}$, dated the 7th February, 1895, to revise the Code of Regulations for European Schools in Bengal, I have the honour to submit the following further report on the subject of Training Colleges.

2. It is necessary at the outset to explain the circumstances which have led to this separation of the report into two parts. At the time when the Committee met in February, 1895, the revision of the chapter of the Code relating to Training Colleges had not been suggested by any Local Government. It had, in fact, been a dead letter from the beginning; and when, in the course of their deliberations, the Committee reached the consideration of this chapter, the reasons for its failure were clearly recognised. It was not merely that the actual provisions of the chapter were believed to be inadequate, and inapplicable to the conditions of European education in India, though this also was fully recognised by the Committee. A cause more deep-seated, and more difficult of cure, lay in the admitted necessity of a denominational training for those who were to become teachers. Practically all European schools in India are maintained by different denominational bodies; and these bodies will not accept teachers trained in an institution in which the religious instruction is either different from that which they profess, or is altogether wanting. On the other hand, the annual demand for teachers is far too small to make it possible for each denomination, or even each of the leading groups of denominations, to set up a Training College of its own. This difficulty appeared to be both permanent and insurmountable. When, therefore, we came to the consideration of the chapter, it was actually proposed by one member (Proceedings, XII-3) that the chapter should be omitted from the Code, on the ground that as it stood it was unsuitable, while no possible revision of it was ever likely, on account of the denominational difficulty, to result in a workable scheme.

3. At the same time the crying need of some means of improving the quality of the teachers in European schools was admitted and deplored. I would invite special attention to the statement laid before the Committee by the Ven'ble Archdeacon Brook Deedes, which is printed in the Proceedings of the Meeting of the 5th March (XII-2), and which insists, among other things, on the necessity of supplying aided schools with more efficient

teachers. This was followed up by a Resolution (XII-3) expressing the urgent need that existed for the establishment of a Training College, and the necessity, arising from the denominational difficulty, of its being established and maintained by Government on an undenominational basis, acceptable to all classes of the European community.

4. It was at this stage that the Committee hit upon the device which, they believed, would afford the only possible means of surmounting the difficulty in question. It was that of separating the Training College and practising school from the boarding establishments; keeping the former undenominational, and allowing the latter to be set up and maintained, with due provision for the religious and moral instruction of the resident students, by such of the different denominations as wished to take advantage of the establishment of the Training College. The Training College might either be established by private effort, and aided under the revised rules, or (as the Committee thought the only practicable course in present circumstances) it might be established as a Government institution. In either case, the hostels should be under private management, and should, if approved by the Department, be eligible for Government grants (XII-4).

5. Though this appeared to the Committee to promise a successful and felicitous solution of the difficulty, and encouraged them to proceed with the revision of the chapter relating to Training Colleges, they were now met by a difficulty of another kind. As before intimated, none of the Committee had come prepared with proposals for the revision of this chapter, and the time at their disposal was rapidly drawing to a close. By previous agreement it had been decided, owing to other engagements, that the Committee should, if possible, finish their sittings on the 9th March. Mr. Haden Cope, who had had much experience as Principal of the Lahore Training College, undertook (XIII-1) to draw up, for the consideration of the Committee, articles to be embodied in the Code. This was on the 6th March; the articles were drafted and printed on the following day; and on the 8th March (XV-2) they came up for discussion and, with certain modifications, were adopted. These articles will be found at the close of this letter (Appendix A) under the heading "Chapter VI—Training Colleges." The articles are explained in Appendix B, under the heading "Training Colleges," in a series of paragraphs which would have formed part of the original report, had it not been for the new questions which afterwards arose, and which I now go on to explain.

6. From what has preceded, it will be clear that the time and attention which the Committee were able to devote to the important subject of Training Colleges was very far short of that which they had given to the other portions of the Code. In fact, it will be seen from the proceedings of the 8th March (XV-2), when the revised articles relating to Training Colleges were being considered, that Mr. Bamford raised a preliminary objection to the adoption of the scheme of studies therein proposed, mainly on the ground that the Committee had not anticipated the revision of the rules on that subject, and were therefore not in a position to arrive at a mature judgment on so important a matter. When I returned to Calcutta from Darjeeling in July, by which time the revised Code and report were nearly ready for circulation to the members of the Committee, I had several conversations with Mr. Bamford on the whole question of the provisions relating to Training Colleges in the Code. The result was that I found myself in entire agreement with him in considering the provisions of the revised Code on that subject to be open to grave objection, partly on the ground of expense both to the management and to the students, but chiefly as failing in that which the Committee regarded as the most essential point, namely, the efficient training of the students in the practical side of their work. As to the first point, the original proposals contemplated the establishment of a Training College, with a separate building fully equipped, and a complete staff of Professors, in addition to a practising school. According to the alternative scheme which Mr. Bamford and I had now worked out, nothing would be required beyond a practising school, with one or at the most two special teachers in addition to the ordinary school staff. The consequent reduction of expenditure seemed to us to make the future establishment of a Training College on these simple lines more easy and more probable. As regards the second point, the course of studies laid down by the Committee appeared to us likely, from its extent, to interfere unduly with the real object of the College as accepted by the

Committee and defined in the revised Code (Article 72), namely, "to teach the students how to teach." The chief portion of their time, we considered, ought to be devoted to practical training in the art of teaching and school management; while the long list of new subjects prescribed in the revised Code threatened seriously to curtail the time that could be given to these essential matters.

7. Actuated by these considerations, I took upon myself the responsibility, when circulating the draft report on the whole Code for the approval of the Committee, to ask them to withhold their comments on the chapter relating to Training Colleges, inasmuch as revised proposals were about to be placed before them for consideration. Accordingly, on the 24th August, I circulated to the Committee a paper (Appendix C) embodying the new proposals which Mr. Bamford and I had framed. In paragraph 1 of that paper we explain why we have thought it necessary to invite further consideration of the case. In paragraph 2 a caution is based on what is believed to be a serious defect in the system of Training Schools in the United Kingdom, namely, the excessive attention which they pay to the study of fresh subjects, and the comparative indifference with which the practical acquisition of the art of teaching is regarded. Mr. Bamford, who was for some years on the staff of an English Training College, is able to speak with authority on this point.

In paragraphs 3 to 6 we give an outline of our own proposals. Their main features are first, that three-fourths of each student's day should be spent either in the school-room or on subjects directly connected with the work of the school-room, while one-fourth and no more is to be devoted to increasing his own store of substantive knowledge or to familiarising him with subjects that he has already learnt or practised; secondly, that the course should be reduced from two years, as originally proposed by the Committee, to six months; and thirdly, that for carrying out these proposals, no separate Training College is required, all that is necessary being a well staffed practising school, such as the alternative scheme equally demands, with one or two additional rooms and teachers for the instruction of students outside the class-rooms, together with a good library and other necessary appliances.

The advantages that we consider likely to follow from the adoption of our proposals are stated in paragraph 7. They are briefly that the scheme proposed would involve less expenditure both to the founders of the college and to the pupils, and would, therefore, be more likely to come into practical operation; and further that the great attention to be paid to practice in the art of teaching would render the students more efficient as teachers.

In paragraph 8 are set forth the changes that would be necessary in the articles of the revised Code relating to Training Colleges if the plan was adopted. The complete chapter embodying these changes is given in Appendix D.

8. Our revised proposals met with by no means full acceptance. It is true that the four members from Bengal were unanimous in preferring them to the scheme originally adopted by the Committee. Mr. Carter wrote briefly on the 28th August, just before his departure from India on six months' leave, expressing his "entire approval" of the revised scheme. The Revd. Brother Fabian wrote at greater length to the same effect on the 5th December. But the Ven'ble Archdeacon Brook Deedes, Mr. Boutflower, and Mr. Haden Cope have, in their notes dated respectively the 25th September, the 14th October, and the 19th November, expressed decided objections to the revised proposals and their strong preference for the Committee's original scheme. These notes with Brother Fabian's are printed at length in Appendix E.

9. I proceed to give a brief account of these opinions, adverse and other. The Ven'ble Archdeacon Deedes "cannot persuade" himself "that a six months' course will be sufficient to form capable and efficient teachers out of such material as is available in India: or that such students as will enter the College will be capable of learning how to teach without at the same time receiving much additional instruction in the subjects, the elements of which they will have to impart to others. The average boy or girl who has read up to the VIIIth Standard or has passed the University Entrance Examination,

and who, desiring to take up teaching as a profession, would seek to enter the Training College, is, as a rule, a quite *uneducated* person, with a range of reading limited strictly to the books in which he has been examined, with no general information and no taste for independent study. He has still to be taught to think and to reason. To give to such a person merely a course of instruction in the art of teaching (with at the most 1½ hours a day for independent study) would be in my opinion labour lost. He will never make an efficient teacher until he has acquired a far more substantial education."

He considers that it is necessary to have in the proposed Training College "a continuation school of the best kind, aiming not so much at imparting a certain amount of information as at the general culture of the mind and the formation of habits of study, observation and reasoning."

Mr. Boutflower agrees with the Archdeacon in thinking that the proposed college should also be a "continuation school," namely, "a school of a higher grade than any now in existence." He bases his opinion not only on the inadequacy of the High School standard in itself, but also and chiefly on the inferiority of the schools in the North-Western Provinces, their "very meagre and defective equipment," and the absence, owing to various causes, of any prospect of improvement. The original proposals of the Committee appeared to him to be particularly valuable, because the need for such a school was met by the advanced course of instruction which the Training College was to give. A further objection—which, as Mr. Boutflower points out, is common to both schemes—is the absence of any provision for instruction in psychology. "Yet surely," he urges, "it must be admitted that one whose duty it will be to develope the intellect and to train the will ought to know something of the laws by which the mind and the will act."

Mr. Haden Cope considers it a mistake to suppose that the Training College was intended to be a continuation school merely, since the Committee's scheme contemplated much attention being paid to the science and art of teaching, and was not open to the charge of neglecting that important subject. He also considers that in giving the students under training so much practice with the school classes, we virtually hand over the work of the school to prentice hands, and that their gain would be the children's loss. A practising school so constituted and taught would not, he thinks, be popular with parents, and could therefore not make sure of filling its classes to the extent desirable in a practising school. He also objects to the classes being handed over to a fresh set of teachers every six months, in the middle of the year's work. Lastly, he agrees with Mr. Boutflower in condemning the absence of provision for the teaching of psychology.

The Revd. Brother Fabian supports the revised proposals on the grounds (1) that the Committee's original scheme, with its multiplicity of subjects to be studied, leaves no room for the practical training of a teacher; (2) that by reason of its simplicity and its smaller cost, the revised scheme is much more likely to become a reality; (3) that it also meets the new requirements of the Code regarding the grant of Proficiency Certificates to teachers who exhibit practical skill and ability in their work; and (4) that the shortness of the course will prove an attraction to large numbers of teachers. Brother Fabian does not think it proved, considering the present character of the High School Examination, which must be passed before admission to the College, that anything like a continuation school is necessary. He also sees a real danger in the original proposals of the Committee, namely that the two years' course would hold out inducements to many, who had not the least intention of becoming teachers, to join the Training College with the object of securing an advanced education at a nominal cost. What is now required, he thinks, is "something simple in its organization, inexpensive, and immediate in its remedial effects;" and the simpler the original plan, the easier it will be to extend or modify it hereafter.

As before stated, Mr. R. Carter expresses his entire approval of the revised proposals.

10. At this stage, and without further comment, the question in dispute might very well be left for the decision of the Government of India. It is, however, necessary to state that after careful consideration of the adverse criticisms, I have arrived at the conclusion (and herein Mr. Bamford agrees with me) that on one important point we can safely meet them. We propose to extend the course from six months to ten, and to make it concurrent

with the school year, less vacations. This extension of the course will render it possible to make a substantial increase in the time to be devoted by the students each to his own separate studies; and we think that the direction which these studies should take should be determined by reference to his strong as well as to his weak points, further study in both directions being insisted on or encouraged. We also think it desirable to introduce a new provision, namely, to authorise a certain number of actual teachers (so far as the accommodation of the college will permit) to join the college for any term from two to six months at any part of the year as "gallery spectators" merely; taking no part in the instruction of the classes, but listening to the lessons given in the class-rooms whether by the regular staff or by pupils under training, and to the criticism and other lectures given by the staff to the pupils of the Training College outside the class-rooms. They may also prepare, in their own hours of study, notes of lessons to be criticised by the masters along with those of the regular pupils. This additional provision seems to us to promise the following advantages. Many teachers are not able, nor do they need, to leave their schools for a whole year, while it may be well within their power to make temporary arrangements for their absence for a few months. Coming to the college with the actual experience that they have gained in their own schools, they will be in a position to profit by the lessons that they witness and receive, at whatever part of the training school course such lessons may begin; they will unlearn bad or imperfect methods and acquire those which it is the business of the Training College to impart. Thus they will be in a far better position to compete for the "Proficiency Certificate," which is to be awarded (Revised Code, Chapter V, Section IV) to those recognised teachers who can satisfy the Inspector as to their practical skill and ability as teachers. It is needless to add that we hope to see a large number of teachers qualifying for this certificate, and that we attach great value to any means by which its acquisition can be facilitated.

11. I hesitate to criticise the other objections that have been raised to our revised proposals by the three members who have found themselves unable to accept them, since any such criticism would be open to the objection that the circumstances in which this letter is written preclude the possibility of any rejoinder being made. Subject to that reservation, I may perhaps be permitted to submit the following remarks:—

(1) Mr. Haden Cope thinks that a school which is so largely taught by pupils under training would be neither popular nor successful. I can only say that this view is not confirmed by our experience in Bengal, where the model schools attached to vernacular training schools are among the most successful and well-attended in the Province. The objection seems, moreover, to be applicable to any scheme whatever in which a practising school is attached to a Training College.

(2) Mr. Boutflower and Mr. Haden Cope deplore the absence from the revised proposals—the former indeed considers that it finds no place even in the original scheme—of any provision for definite instruction in psychology. Considering the age at which pupils pass the High School Examination, and the standard of education which they have reached, I venture to think that formal instruction in psychology, understood as the science of the intellect, the emotions and the will, would be quite out of place in the Training College course. In the first place it is too abstract, and in the second, its fundamental principles are too unsettled to form the subject of categorical instruction. There are, however, certain applications of the science of psychology, and I may add of the science of ethics also, a knowledge of which is not only essential to every teacher, but forms a necessary part of any scheme of training school instruction. They are briefly, the laws of the development of the intellect, and the laws of the formation of character; and when we speak of school method, we necessarily include the practical applications of both these. Among the former, the chief are the law of association and the law of attention. Though possibly he may not know them

by these names, every capable teacher works on these principles, and knows how essential they are to the acquisition of knowledge and the cultivation of the memory. The scope of the latter, the formation of character, is conterminous with discipline in its highest and widest sense. It is not only well understood, but is a commonplace of every Code, that schoolmasters are to lose no opportunity of teaching their pupils, by example as well as by precept, the value of truth, diligence, respect to superiors, gratitude, kindness to inferiors, habits of discipline, and other points of morality, without which education is imperfect and may be positively injurious. To these may be added the necessity of patience, good temper and firmness in the teacher. Now while it may be granted that the head of a Training College may be expected to know something more of psychology and ethics than is involved in a practical acquaintance with the rules and methods based on the foregoing principles, intellectual or moral, yet I venture with diffidence to say that the important point for teachers is to know and be able to practise good methods of instruction and discipline; the appreciation of which, and the recognition of their value, depend not so much on a knowledge of the formal sciences involved, as on the common-sense and conscience of those who have been subject to discipline at school, and who are now in their turn to become teachers. But neither with a six months' course, nor certainly with the extended course now proposed, would it be possible altogether to ignore the psychological basis of the teacher's methods. I propose, however, in order to meet any reasonable objection on this ground, to amend Article 70 (*c*) of our revised proposals (Appendix D) as follows :—

> "(*c*) That the college is staffed with a sufficient number of good teachers, fully competent to conduct the work of the school, to train and teach the students in the manner explained in Article 74, and to give such instruction as may be necessary in the principles underlying sound methods of teaching."

12. Such a Training College as the revised proposals contemplate might be either a Government, or an aided and denominational institution, since the religious difficulty would not arise in either case. The articles framed in accordance with these proposals have been drawn up, as the original articles were, on the supposition that it would be an aided institution. It is believed that, given a simple and inexpensive scheme for Training Colleges, the admitted need for improvement in the class of teachers will surely lead to the establishment of an institution of the kind. Even if persons qualified to undertake the management of a Training College are not now to be found in India, they could be readily appointed; and thus the opening of a Training College on the proposed lines, with the liberal aid from Government provided by the rules, would not present an insuperable difficulty. It was not thought possible to work the original scheme except on the condition of a single college for the whole of Northern India, so as to provide a sufficient number of pupils to justify its maintenance. The revised scheme might, it is believed, be successfully worked with only such a number of pupils as each Province might be able to supply; and the staff of the college might be expanded or contracted according to its needs. Thus, also, the difficulties arising from inter-provincial control, both executive and financial, would be obviated.

13. In Article 79 of our revised proposals (Appendix D) we have modified the condition under which the Government grant to a Training College may be given up to a maximum of 75 per cent. In the original proposals of the Committee (Appendix A, Article 82) the grant was made subject to a limit of Rs. 1,500 a month. We consider that a more reasonable condition to impose would be that which we propose to introduce, namely, "provided that the Department is satisfied that the college has been conducted with due regard to economy."

14. In Appendix F are specified the further changes in the articles for Training Colleges, which are rendered necessary by the proposals contained in the foregoing paragraphs.

No. 41.

APPENDIX A.

CHAPTER VI.—TRAINING COLLEGES.

(As originally adopted by the Committee.)

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CHAPTER IV.

TRAINING COLLEGES.

SECTION I.—*Preliminary.*

74. A training college includes—

(*a*) a college for boarding, lodging, and instructing candidates for the office of teacher.

(*b*) a practising school, in which such candidates may learn their profession.

75. No grant shall be made to a training college unless the Department is satisfied with the premises, management, and staff.

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CHAPTER VI.

TRAINING COLLEGES.

SECTION I.—*Preliminary.*

69. A training college includes:—

(*a*) a college in which theoretical instruction is imparted in the art of teaching and in other subjects necessary to a teacher;

(*b*) a practising school, receiving aid under Chapter II of this Code, in which such instruction is practically applied.

70. No grant will be given to a training college until the Department is satisfied on the following points:—

(1) That the practising school is thoroughly efficient: namely, that it is well equipped with all necessary school appliances, furniture, and apparatus, such as maps, diagrams, pictorial sheets, apparatus for teaching object-lessons, arithmetic, geography, and all the subjects usually taught in schools: that it is likely to be maintained in a state of efficiency: that it is well and fully staffed with experienced teachers, capable not only of teaching classes on modern methods, but also of supervising and correcting the work of training college students: that it teaches up to the high standard examination: that it contains in each of its classes a sufficient number of pupils for practising purposes: and that it is in every way fit to be a practising school.

(2) That a suitable and well-arranged building, sufficiently near to the practising school, is provided for the college; and that it is fully equipped with modern furniture, school appliances, and a good educational library.

(3) That the college has a thoroughly efficient teaching staff, able to give model lessons in all the subjects usually taught in schools, and to

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76. The grant to a practising school shall be made under the conditions specified in Chapter II.

SECTION II.—*Admission to Training Colleges.*

77. Candidates for admission to a training college are selected by the authorities of each college on their own responsibility, and are admissible to the college, provided that they produce satisfactory certificates of moral character.

78. No grant will be payable to a training college on account of any student who on admission does not satisfy the following conditions :—

(*a*) That he is at least 17 years of age.

(*b*) That the state of his health is satisfactory, and that he is free from any infirmity or bodily defect likely to interfere with the profession of a teacher.

(*c*) That he signs a declaration signifying *bonâ fide* intention to follow the profession of teacher.

(*d*) That he has passed the final examination for high schools specified in Schedule I, or for pupil-teachers in Schedule II.

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supervise the work of the students in the practising school ; and that at least one member of the staff is competent to give instruction in the principles underlying modern methods of education.

(4) That the college is provided with a proper laboratory, and with the fittings and apparatus necessary for teaching Physics to a standard somewhat higher than that prescribed for the high school course, and also for teaching Elementary Chemistry.

(5) That proper arrangements are made for the teaching of drill, music, and singing.

(6) That the scheme of studies is that laid down in Section III of this chapter, or such other as the Department may approve.

(7) That approved arrangements are made for the boarding and the home supervision of students, in hostels or otherwise.

[*See Articles 33 (e) and 69 (b).*]

SECTION II.—*Admission to Training Colleges.*

71. A candidate for admission to a training college must produce a satisfactory certificate of moral character, and must also satisfy the following conditions :—

(*a*) That he is at least 18 years of age.

(*b*) That the state of his health is satisfactory, and that he is free from any infirmity or bodily defect likely to interfere with the profession of a teacher.

(*c*) That he has passed the high school examination (see Chapter VIII) or is considered by the Inspector to be educated up to that standard.

[SECTION III.—*Course of Studies.*]

72. The special object of a training college is to teach the students how to teach. Consequently, throughout the course of studies it must be steadily kept in view that the students are to be trained in the practical methods of teaching, and, in order that this may be successfully done, in the princi-

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ples of that science on which the art of teaching is based. The method of instruction must in no way be made to approximate to that of an Arts college, in which the object in view is entirely different. Students of a training college will be expected to have, on entering the college, a general knowledge of the subjects which they will have to teach as school-masters, and these subjects will merely be revised, and the students' knowledge of them, where necessary, brought up to date.

73. Every student will be required to devote a certain prescribed time to:—

(*a*) listening to teachers in the practising school, and observing and noting their methods;

(*b*) teaching in the practising school, from previously prepared notes, under the supervision of one of the teachers;

NOTE.—A report on each student's work will be submitted by the supervising teacher to the Principal of the college.

(*c*) teaching a prescribed number of lessons before the staff and students of the college, who will, on the conclusion of each lesson, criticise it, the Principal afterwards summing up his opinion of it.

74. The course of studies will occupy two years. The scheme of studies will be as follows, details of what is required in each subject being indicated in the notes appended to this article:—

(*a*) The Science and Art of Teaching, under which head are included all Departments of school management.

(*b*) English—A special course of reading in English Literature selected by the Inspector; reading; composition; analysis and grammar; some knowledge of the origin and growth of the language, and of its etymology.

(*c*) Arithmetic—The whole.

(*d*) Geography—Physical, commercial and general or political.

(*e*) History—A selected period of modern English History.

(*f*) Algebra—To the end of quadratic equations, special attention being given to problems.

(*g*) Euclid—The first four books, special attention being given to riders and to alternative methods of proof, and to the conditions under which algebraical proof is admissible.

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(*h*) Physical Science—The study to be continued in the direction of the standard required by an Indian University for its First Arts or Intermediate examination.

(*i*) A Second Language, if thought desirable.

(*j*) Political Economy or Logic, as may be thought desirable in consultation with the Inspector, who shall finally decide the point.

(*k*) Domestic Economy—For women students.

(*l*) The Kindergarten System—For women students.

(*m*) Elementary Physiology, if thought desirable and practicable.

NOTE (1).—*Science and Art of Teaching.*—A book on this subject, approved by the Department, must be studied, but it is on nc account to be merely got up as a subject of examination. The chief aim of the combined course of study and training is to give the students an adequate knowledge of the principles governing sound and scientific school methods, and the power to apply these principles to their future work as teachers; and at the same time to enable them to handle and control a class, and to acquire a good manner in teaching, a suitable demeanour, and the use of correct language.

NOTE (2).—*English.*—The prescribed course should be used, not merely as a study in literature, but also for practice in reading with correct pronunciation, modulation, emphasis and the like. Constant practice in grammar, analysis and paraphrasing is essential.

NOTE (3).—*Arithmetic.*—Students are expected to be proficient in arithmetic when they join the college; and the teaching will take the form of revision and practice, with a view to ascertaining that the students employ correct methods of working. They will also be practised in explaining the reasons of the processes employed.

NOTE (4).—*Geography.*—Revision, map-drawing both on paper and on the black-board, and the supplementing of the student's knowledge where necessary. The intimate connexion of geography with history should be insisted on, and much attention paid to commercial geography.

NOTE (5).—*History.*—A general knowledge of English and Indian History is pre-supposed. In studying the selected period, attention should be drawn to such portions as are specially likely to be interesting and attractive to children.

NOTE (6).—*Algebra.*—Revision, special attention being given to methods of working, and to neatness, accuracy, and completeness, in setting out the work.

NOTE (7).—*Euclid.*—Revision, with thorough practice in easy riders. Special attention to be paid to neatness, accuracy, and the setting out of the work.

NOTE (8).—*Physical Science.*—The subject must be taught mainly by experiment, and the students must be accustomed to handle the apparatus adroitly and to perform all experiments themselves.

NOTE (9).—*Domestic Economy.*—This must include the practical application of the instruction given, wherever such is possible.

NOTE (10).—*Kindergarten System.*—This must not be attempted unless there is in the college or school a teacher who thoroughly understands both the system and the principles on which it is based, and unless the college or school possesses everything necessary for illustrating its methods, and for teaching it in a thoroughly satisfactory and practical manner.

NOTE (11).—*Elementary Physiology*—Must be taught largely by reference to good models and diagrams, with plenty of suitable illustrations.

NOTE (12).—*General.*—Every lesson delivered in a training college or practising school should be given in such a way as to serve as a model for imitation by the students. That is to say, every teacher should on all occasions be most careful to observe the principles and to

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SECTION III.—*Examinations.*

79. Every student admitted to a training college under the conditions specified in Article 78, who has been in residence for eight months of the year, and who has spent in that year at least 75 hours under proper supervision in the practising school, shall be presented at the close of the year for examination by the standards fixed for first and second year students, respectively, in Schedule III.

80. The yearly examinations will be conducted by the Department. After each examination the names of the successful candidates will be arranged in two divisions—the first in order of merit, the second in alphabetical order.

81. The place taken by each student in the examination will be recorded on the certificates granted by the Department under Articles 82-85.

82. Any student who has been admitted to a training college after completing his engagement as a pupil-teacher, and who has passed the first year's examination of the college, shall be entitled to receive a permanent third-grade certificate. After passing the second year's examination of the college, he shall receive a provisional second-grade certificate.

83. Any student of a training college who, without having completed an engagement as a pupil-teacher, has passed the first year's examination of the college, shall be entitled to receive a provisional third-grade certificate. After passing the second year's examination of the college, he shall receive a permanent third-grade certificate.

84. After two years' service with credit the provisional certificates granted under Articles 82 and 83 shall be made permanent; and the permanent third-grade certificates granted under the same Articles shall be exchanged for provisional certificates of the second-grade.

85. Any holder of a provisional second-grade certificate under the preceding Article shall, after two years' service with credit under that certificate, receive a permanent certificate of the second-grade.

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follow the methods which are inculcated in the lectures on the Science and Art of Teaching.

Every teacher in a training college should be careful to instruct the students in the best methods of teaching those subjects for which he is responsible.

SECTIONS IV.—*Examinations.*

(Article 79 to 85 of the old Code are cancelled.)

75. Examinations will be held in the college from time to time by the Principal and his staff, and at the end of each student's course by the Inspector, with particular reference to clause (*c*) below. The object and scope of all these examinations will be to see that the students possess :—

(*a*) an adequate knowledge of the subjects ordinarily taught in schools;

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(*b*) an adequate knowledge of the best methods of teaching those subjects;

(*c*) the power to apply this knowledge in practice.

NOTE.—The Inspector will test each student's knowledge of methods, and his skill in using them, by the tests prescribed with that object for candidates for the proficiency certificate in Article 68 (*b*) and (*c*). The details of the other examinations and the College time-table are to be settled, when occasion arises, in consultation with the Department.

76. At the termination of his college course each student shall receive from the Department a letter certifying that he has received the complete training college course of instruction in the science and art of teaching; and if the student has satisfied the Inspector in either or both of the tests prescribed in Article 68 (*b*) and (*c*), this fact also shall be stated in the letter.

SECTION V.—*Hostels and Boarding Arrangements.*

77. All students under training must reside in approved hostels or boarding houses, unless specially exempted by the Inspector on the recommendation of the Principal.

78. No hostel will be approved unless the following conditions are satisfied :—

(*a*) That the building is healthy, and sufficiently commodious to allow of quiet, uninterrupted home-work.

(*b*) That the rules of the hostel, and the arrangements for the general supervision of the students, including their moral training, comfort, and recreation, are approved by the Department.

NOTE.—It is very desirable that every hostel or boarding house should have a reading and recreation room, properly supplied with papers and magazines, especially periodicals bearing on educational subjects.

79. When the above conditions are complied with, grants may be given to hostels or boarding houses, at such a rate for each boarder in residence as may be fixed for each school, with reference to its locality, and to other material conditions affecting its necessary expenditure; provided that such rate does not amount to more than 75 per cent. of the cost of each boarder.

80. Special grants may be given to hostels or boarding houses towards the provision of necessary furniture or fittings, under the general conditions of Chapter VII of this Code.

81. Government may, in special cases, pay both the tuition and the boarding fees of students who have been educated in orphanages or schools admitting free scholars, and who show a special aptitude for teaching and are likely to adopt it as a profession.

Code of Regulations for European Schools in Bengal, 1889-90.	*Code of Regulations for European Schools in Bengal, 1895.*
SECTION IV.—*Grants.*	SECTION VI.—*Grants.*
86. The managers of a training college shall be entitled to a grant of Rs. 750 for each student passing the annual examination in the first division, and of Rs. 500 for each student passing in the second division.	82. The managers of a training college shall be entitled to receive a monthly grant equal to 75 per cent. of the average monthly expenditure on the college in the preceding year, subject to a maximum of Rs. 1,500 a month.
87. On the recommendation of the Inspector, a grant not exceeding Rs. 100 may be made on account of a student who fails to pass the annual examination ; but this grant will not be made more than once for the same student.	
88. The managers shall receive monthly a provisional grant of Rs. 35 for each student on the rolls during that month.	
89. After the annual examination, the managers shall receive the amounts payable under Articles 86 and 87, less the amounts actually paid under Article 88 if the amounts paid under Article 89 exceed the amounts payable under Articles 86 and 87, the excess shall be deducted from the first, or (at the discretion of the Department) any subsequent grants payable in the following year under Article 88, or be otherwise refunded to the Department.	
90. The amount specified under Article 86 will not be payable on account of any student who has resided for less than eight months during the year. Exceptions to this rule may, at the discretion of the Department, be made in special cases, provided that no grant will be payable for any student who has resided for less than six months, or who has spent less than 75 hours under proper supervision in the practising school. In the case of students so excepted, a reduction not exceeding Rs. 200 will be made in the amount of the grant.	

APPENDIX B.

No. 42

TRAINING COLLEGES.

Extract from the Draft Report on the Articles originally adopted by the Committee.

1. **Training Colleges, Their necessity.**—The Government of India explicitly stated in December, 1887, in a letter to all Local Governments on the subject of discipline and moral training, that "no money is better spent than that allotted to the support of efficient training schools and colleges for teachers," and that "in the truest interests of education, the cost of providing thoroughly good training schools and colleges for teachers of English as well as of Vernacular schools should be regarded as a first charge in the educational grant." These orders were repeated in a more emphatic form in a Resolution of the 17th August, 1889.

Though the Resolutions just quoted had reference primarily to Native education, yet the need of training colleges for European teachers is admitted to be equally clear. A good deal has been done in providing normal schools for Native teachers, but nothing has yet been done for the training of Europeans, although every one closely connected with the education of Europeans in India is aware that one great and continual hindrance to improvement is the difficulty of getting good teachers for the European schools. Since there is no training college for European teachers, the only way in which such teachers can learn their work is by getting appointed to the charge of a class, and then improving as best they can by the example of others and their own experience, and profiting by whatever help they can get. Teachers worthy of imitation, however, are rare in India; and it is seldom that fellow-teachers are capable of giving sound advice to a beginner, so that bad habits are generally acquired, and little if any satisfactory progress is made.

In the discussion by the Committee on the great necessity for action in this direction, it was observed by one of our number that "one of the worst defects in aided schools was the incompetence of the junior teachers. So small were the salaries offered, that persons of mediocre intellectual capacity had to be employed, without the requisite training for their work. At the best they made the children learn their lessons well enough to answer direct questions from the text-book, and they enforced discipline. They could not teach thoroughly, or stimulate a child's faculties, or use its natural curiosity as a leverage; in fact, more often than not, they repressed the latter. Thus the education given in Indian aided schools was inferior to that given in English board schools; but while the latter was free, the Anglo-Indian parent had often to make great sacrifices to obtain the former for his children."

The unanimous opinion of the Committee was expressed in the following resolution:—

That this Committee wish to bring to the notice of Government the increasing difficulty which non-domiciled Europeans find in sending their children home, the increasing keenness of the struggle for a livelihood which domiciled Europeans have to face, and consequently the increased importance of providing the means of sound education in India for both these classes. They therefore consider that the education of European children merits the special aid and support of Government. They would also point to the fact that, as far back as 1854, the desirability of establishing Training Schools or Colleges was acknowledged by the Government, that from that time to the present the necessity for their establishment has become more and more evident, but that, as yet, nothing has been done to provide a College for the training of teachers for European children. One of the greatest difficulties of schools arises from the want of competent teachers, who can rarely be got except by bringing them at great expense from England. The committee are therefore of opinion that the establishment of a thoroughly efficient Training College for men and women, to be employed as teachers in the European schools of the Presidency, is a matter of pressing necessity.

2. **The Denominational Difficulty.**—The existing Code contains provisions, not to be objected to as illiberal, for the grant of aid to training colleges; but no such college has yet been established or even regarded as possible. The obvious difficulty is the denominational one. The European schools are maintained by different denominations of Christians; each of which requires that its teachers should be trained in its own tenets, and would be unwilling either to send its own teachers to be trained or to employ others who had been trained, under different religious influences. It follows that each denomination having schools under its control would require a training college of its own. Such a scheme would be impracticable, because the number of teachers annually required by each denomination is so small as to put separate training colleges for them out of the question.

The only solution of the difficulty that presented itself to the Committee was the establishment of a Government Training College open to all denominations alike. We therefore adopted the following Resolution:—

That, in view of the difficulties that have attended the establishment of training colleges by private agency, due to the fact that every such college must be denominational, the Committee are further of opinion that for the successful establishment of a training college, the work must be undertaken by Government on an undenominational basis, acceptable to all classes of the European community.

3. **Separation of the Boarding Establishments from the College.**—It will at once be urged that the proposal that Government should establish a training college on an undenominational basis, only shifts the difficulty one step further on. Government may establish such a college; but inasmuch as all students must, during the period of training, be subject not only to moral control but to specific religious instruction, none would be allowed to attend a college from which such instruction was necessarily excluded. If students of a training college could be allowed to live where they pleased, that is to say, if the proposed institution were a day training college, this difficulty would not arise; but in the opinion of the Committee it is essential, or at any rate most desirable, that provision for the boarding and home supervision of the students should be made, in addition to that for their secular instruction, so that the whole college life of the students may be under good influences and proper control. The only way in which it appears possible to meet the difficulty is to make separate provision for the secular instruction of students, and for their lodging and their moral and religious training. Provision for the former can be made by Government, both efficiently and in the only way likely to prove satisfactory to all. Provision for the latter can be made, equally efficiently and equally satisfactorily, by the different denominations, in the shape of hostels or boarding-houses under their own control, but subject, as regards their rules and other arrangements, to the approval of Government. The views of the Committee are expressed in the following Resolution:—

That in the opinion of the Committee the home supervision of students, as being one of the most important elements in their moral education and discipline, forms an essential part of the training required for the work of a teacher; and it is, therefore, desirable that provision for their boarding and lodging, under the same control as their instruction, should, if possible, be made in any training college that may be established. The Committee, however, recognising the difficulties that have hitherto prevented the establishment of a training college and boarding establishment combined, consider it desirable to frame rules separately (1) for a college in which instruction alone shall be given, and (2) for one or more hostels in which the students under instruction may be lodged. The training college might either be established by private effort, as provided for in the revised rules, or (as the Committee think the only practicable course in present circumstances) it might be established by Government. In either case, the hostels should be under private management, and should, if approved by the Department, be eligible for Government grants. Such a course appears to

the Committee to be likely to meet in a satisfactory way the requirements of different denominations, as regards the supply of teachers to their schools.

4. **Cost of a Government Training College.**—Even though such a college as we contemplate, open to students of all denominations, might be established by Government, yet we have grave doubts whether the number of teachers annually required by the schools of any single Province would be large enough to justify the establishment of Provincial colleges. We therefore recommend that a single training college be established for all the Provinces comprised in the Presidency of Bengal, as we have little doubt that the number of teachers required by all these Provinces together would be amply sufficient for the purpose. We are of opinion that the cost of one such college to which both men and women could be admitted, with its attached practising school, would not exceed Rs. 40,000 per annum. If this amount were divided between Lower Bengal, Assam, the North-Western Provinces, the Punjab and the Central Provinces, only a moderate charge would fall upon each Province.

5. **Preliminary conditions.**—In accordance with the terms of the Resolution given in paragraph 3 above, Article 69 of the Revised Code states that a training college includes (*a*) a college in which theoretical instruction is imparted in the art of teaching, and in other subjects necessary to a teacher, (*b*) a practising school, receiving aid under Chapter II of the Code, in which such instruction is practically applied; and it omits any provision for boarding and lodging the students. The rules given in this chapter refer to training colleges established by private effort, so that it was necessary to stipulate that the practising school should be an aided school, to ensure its being open to inspection throughout all its departments, and conducted entirely in accordance with the Code.

Article 70 of the Revised Code provides that the college and practising school shall be thoroughly efficient and suited to their purposes; and that proper arrangements shall be made for the boarding and home supervision of the students, before a grant is given to a training college.

Article 71 requires candidates admitted to a training college to be of good moral character, not under 18 years of age, and in good health; and further requires that they shall have been educated up to the standard of the High School Examination. These conditions of admission vary from those prescribed in the present Code (Article 78) in two particulars. The minimum age for admission has been raised from 17 to 18. At this transition period of life, a year makes a great difference in boys and girls, both as regards mind and character; and it is considered that students of the more advanced age will be better able to appreciate and to benefit by the course of training. The signing of the declaration that the candidate intends to become a teacher has been omitted as useless.

6. **Course of Studies for Training College Students.**—Article 72 of the Revised Code gives a general outline of the character of these studies and their object. Article 73 gives details of the course of training in teaching which the students must receive, namely, observing good teachers at work, teaching classes under proper supervision, and giving special lessons which will be criticised by fellow students and the college staff. Article 74 states that the training college course will occupy two years, which corresponds with the ordinary period of training in English training colleges. In addition to this, the article contains a detailed scheme of studies for the students. Some objection was offered to the insertion of this scheme on two grounds. It was said that as the Committee had not anticipated the revision of these rules, and had therefore not given previous consideration to the subject, they were not in a position to arrive at a mature judgment in such an important matter; and secondly, that the course under discussion was certain, from its extent, to interfere with the real work of the college, namely, the training of the students in the art of teaching and in school management. It was suggested that in place of the detailed course before the Committee, an article should be inserted stating that the course of studies would be decided upon whenever a definite proposal should be made for the establishment of a training college, as this plan would enable

the scheme of studies to be prepared with due deliberation. Or alternatively, if the Committee desired something indicative of the character of the course to be inserted, the article might consist of a general statement, naming the subjects which it was thought necessary to include, without entering into details; and adding two important qualifications, first, that a certain definite portion of the student's working time (say three-fourths) was the minimum to be devoted directly to the study of the art of teaching and school-management, mainly in its practical side, and secondly, that no other study which might interfere with this, the primary object of the college, would be permitted. After some discussion on this point, it was decided by the majority of the Committee that the course originally proposed should be inserted in the Code, as the terms of Article 70 (6) permitted of its modification to any extent by the Local Government, whenever a training college should be established. (XV, 2.)

7. **Examinations.**—Article 75 provides for the testing of students in their knowledge of the subjects which they will afterwards have to teach in their familiarity with the best methods of teaching, and in their skill in putting the latter into practice. Article 76 deals with the letter which each student is to receive at the end of his term of study, certifying that he has gone through the Training College course, and stating what progress he has made towards gaining the Proficiency Certificate (Article 68).

8. **Hostels and Boarding Arrangements.**—The rules on this subject are given in Articles 77 to 81. Exemption from the ordinary rule of living in an approved hostel may be granted by the Inspector on the recommendation of the Principal of the college (Article 77). This will permit students to live at their own homes, when they reside within a convenient distance of the college, and when the home surroundings are unobjectionable.

Article 78 details the conditions which must be satisfied before a hostel can be approved for the purpose of the preceding article.

Article 79 makes provisions for grants to hostels, at a rate not to exceed 75 per cent. of the cost of each boarder.

Article 80 provides for the award of furniture grants under the general conditions of Chapter VII of the Revised Code.

It was thought desirable to arrange for the payment, in special cases, of the tuition and boarding fees of students who have been educated in orphanages or schools admitting free scholars, who show an aptitude for teaching, and who are likely to become teachers; as such students might otherwise be debarred from the advantage of a college training. This has been provided for in Article 81.

9. **Grants to Training Colleges.**—We are of opinion that a training college ought to receive a grant equal to three-fourths of its expenditure in the preceding year, subject to a maximum of Rs. 1,500 a month; and that this grant should be paid monthly. Article 82 has been framed to this effect.

APPENDIX C.

No. 43.

Revised Propsals relating to Training Colleges.

(Chapter VI of the Revised Code.)

1. The revision of the chapter on training colleges was practically forced on the Committee by the passing of the resolution which appears on page 42 of the Proceedings. Up to that time, many of the members appear to have been individually of opinion that while the existing rules were altogether unsuitable, and were never likely to result in the establishment of a training college, yet as there was but little chance of a training college being established under any rules at the present time, it would be a waste of time to discuss the articles on the subject. But when it was discovered that we were all agreed as to the need of immediate action, and when a resolution had been passed bringing this necessity to the notice of Government, it was felt that we were bound to revise the rules on Training Colleges so that they might be in accordance with our views on the subject. Up to that time, however, little if any consideration had been given to many of the important questions involved. We fortunately hit upon the plan of separate boarding houses for different denominations, and this may be accepted as a very satisfactory solution of a long-standing difficulty; but our conclusions on other points were somewhat hastily arrived at. To us at any rate, some of these conclusions appear on afterthought to be very far from the best possible. We, therefore, invite the attention of our colleagues to the subject once more, and submit the following statement of our views for their consideration, and for the favour of their opinion upon the entire scheme therein proposed, both as a whole, and in points of detail.

2. Before any other subject connected with the training of teachers can be discussed with profit, it is necessary to decide what course of training and instruction will be best for the students, as the whole character of the institution will depend upon this decision.

English training colleges are little more than continuation schools for pupil-teachers, as about seven-eighths of the time of the students is devoted to subjects having no reference whatever to the art of teaching or school management. In two of these colleges, the students teach in the practising school for a fortnight each year, which amounts to 100 hours in the two years, counting 5 hours a day and 5 days in the week. The college terms amount to 40 weeks in the year: but Government examinations, and private study immediately before and in preparation for them, occupy about four out of the forty. The ordinary working time is therefore 36 weeks a year. During this period, the students who are not occupied in the practising school receive two lectures a week, of an hour each, upon the theory of teaching and school management; and they also attend criticism lessons two hours a week. During the two years' course, therefore, the time occupied in lectures on the theory of education amounts to 136 hours (2 hours a week for 34 weeks in the year), an equal time being also given to criticism lessons. This gives a total of 372 hours devoted to training in the art of teaching and school management during the two years' course, the remaining time being entirely occupied with the study of the ordinary subjects of education. The short time thus devoted to the training of the students is rendered less effective, particularly as regards the practical work, by the wide intervals during which the attention of the students is given entirely to other work. A student who teaches for a fortnight in the practising school, and then never enters the school again for twelve months, remembers when his turn comes round very little of what he had previously learnt. With regard to criticism lessons, which are lessons given by students and afterwards criticised by masters and by fellow-students, a student rarely gives more than two of these in the course of the two years; so that after giving one, he has to wait many months before he has the opportunity of putting into practice any hints which he may have gathered from the criticism. The above facts partially explain what would otherwise appear most strange, namely, that students in English training colleges usually attach far more importance to every other subject of study than to learning how to teach. They see little or no advantage in what is done toward that end,

except in the case of the criticism lessons; and they begrudge the short time they are compelled to spend in the practising school, and still more the time given to lectures on teaching and school management. The study of the working of English training colleges is, therefore, more useful in pointing out what to avoid than what to follow.

3. After careful consideration of the subject we have come to the following conclusions. Since training how to teach and how to conduct a school is the special object in view, as a large portion of the students' time as is compatible with steady progress should be definitely devoted to that particular purpose. This training can only accomplish its end when conducted in connection with practical work; and the more closely precept is associated with practice, the more effective will be the result. A considerable part of the training can be best carried out in the school-room itself; and the rest, that which it would be impossible or inconvenient to conduct in the presence of the scholars, should have direct reference to work in the school-room which the students either see going on or take part in. The training should be continuous: there should be no break during which the students might lose interest, or forget what they have learnt.

To carry out these principles, we propose that the students shall attend the training college for six hours a day, except on holidays. The full time of six hours will be divided into three portions, the first of three hours, and the second and third of one and a half hours each. These three parts of the day will be devoted to different kinds of work. The first part will always be spent in the school-room, and the second and third outside the school-room, but in the same building. The second part of the day will always be occupied in work bearing directly upon that of the school-room; and the third in the study of other branches of education, chiefly those subjects in which it is desirable that the students should be proficient but which they cannot easily master by themselves, or those for the study of which the students would find it difficult to get proper help and instruction after leaving the training college.

Acting on this plan, a course extending over twenty weeks or, counting holidays, half a year might be made to give a much more thorough training than the two years' course of an English training college. Not only would considerably more time be actually given to the training, namely, 450 hours (20 weeks, 5 days a week, 4½ hours a day), against 372, but more would be accomplished in the same time owing to the more effective way in which that time would be spent. There would be no opportunity either to lose interest or to forget.

It is unnecessary to enter into minute details regarding the course of training, but we go on to give a general outline of what we consider a good plan of procedure. At the beginning of the course, say for the 1st two weeks, the students while in the school-room will only be required to watch the teachers at work with their classes, and to note their methods and the way in which the work generally is conducted. The second part of every day will be devoted to the discussion of what the students have seen done in the school-room, with the object of leading them to understand the chief points which distinguish good from bad teaching.

During the next period, say for 10 or 11 weeks, the first part of every day will be occupied by the students one by one giving lessons in turn, the rest making notes. Occasionally, the lesson will be given by one of the masters instead of by a student. The second part of the day will be largely occupied in the criticism of these lessons by the students and by one or more masters, both the good and the bad points in the lessons being discussed. Some time will still be left in the second part, and in this time one of the masters will give a short lesson to the students on some point connected with class teaching or discipline, associating his subject as much as possible with the actual work of the school-room; or occasionally, the time will be occupied in the discussion of notes of lessons prepared by the students in their own hours of study at the hostel.

During the last 7 or 8 weeks of the course, all the classes in the practising school will be taught by students for the full three hours of the first part of the day, each student being so employed for a week at a time, and keeping to the same class for that period. The master of each class will be present, and note the work of the student in charge.

The students not in charge of classes will be occupied in observing, and in making notes upon such lessons given as above by the students, as the Principal may select for the purpose, generally going to a different class at the end of each lesson. At the close of the three hours, each student who has been teaching will receive from the master of the class brief hints about his work. After each student has been employed in teaching for a week, his class will be taken by another student, and he will occupy himself along with the rest in observing and noting on the work of his fellow-students in charge of classes. The second part of the day will continue to be occupied by criticism of the lessons and a short lecture.

The above routine provides 4½ hours' work for the first and second parts of the day. For the third part of the day, a time table should be arranged for practice and instruction in reading aloud, recitation, English composition, singing by note, drill, and the reading and study of a short selected course of English literature, the students being taken altogether in a class for these subjects. By dividing the whole time into suitable periods, each of the above subjects could be taken at least once a week, and a little time could be spared for the students to work independently, but with the help of the masters, either at any of the subjects ordinarily taught in schools in which they might be backward, or in drawing, or in the study of science or a second language. These subjects would be chiefly studied in the evening at the hostel, any knotty points being reserved for explanation by the masters during the third part of the next day.

4. For the course of training and instruction we have described, nothing would be required but a practising school. Suitable class-rooms would be required for the students to witness the teaching; and one, or perhaps two, additional rooms would be required for their instruction outside the school-room during the second and third parts of the day. A library and other necessary appliances would also have to be provided. No separate staff would be employed; as the training of the students would be carried on exclusively by the staff of the practising school, specially increased for that purpose. The number of masters to be employed would be that required for an ordinary school, namely, a principal teacher and as many assistant teachers as there are classes, together with one or possibly two additional teachers. Good teachers fully competent for the work would have to be employed.

5. The students would be boarded and lodged in hostels, conducted under the rules given in Articles 77 to 81 of the Revised Code.

6. We approve of the conditions of admission given in Article 71 of the Revised Code, except that we would add to clause (c) the words "or that he has been a recognised teacher for twelve months on the date of the introduction of this Code, and is certified by the Inspector to be likely to benefit by the training."

7. The following are the advantages which we believe would result if the above proposal were adopted :—

(a) The plan proposed would involve far less cost to the management, both in the staff of teachers required, and in the necessary buildings. No separate college building, with its expensive fittings and apparatus, would be required. A well furnished practising school would serve every purpose.

(b) As a necessary result of the above, there would be a far greater likelihood of the establishment of a training college under this system, than under one which, with every attention to economy, might still be regarded as involving a prohibitive rate of expenditure.

(c) The reduction of the course from two years to six months would affect a proportionate reduction in the expenses of the students. Many teachers who might be unwilling to sacrifice their pay or unable to get leave of absence for the longer period, or who could not afford the charges, would be able and glad to avail themselves of the shorter and cheaper course of training.

(d) The students would be more efficiently trained as teachers.

8. If the proposals are accepted, the following alterations are suggested in Chapter VI of the Revised Code :—

ARTICLE 69—To read as follows :—

A training college consists of a practising school working under the Code, having a staff of teachers sufficient in number and fully competent to carry on both the ordinary work of the school and the training of students according to the following rules, and having also the requisite accommodation for doing so.

ARTICLE 70.—After the words "satisfied on the following points :"—to run as follows :—

(*a*) *That the building is well suited for the purpose: namely, that it satisfies the conditions of Article 14* (*b*) ; *that a sufficient number of the rooms in which classes are taught are large enough for the students to be present and to watch the teaching of a class, and are in other ways adapted to that purpose ; and that there are sufficient and suitable additional rooms, in which the students can receive their further teaching and training.*

(*b*) *That the college is satisfactorily furnished and equipped with all necessary school appliances, with scientific and other apparatus, and with a good educational and reference library for the use of the students.*

(*c*) *That the college is staffed with good teachers, fully competent to conduct the work of the school and to train and teach the students in the manner explained in Article 74, and sufficient in number for that purpose.*

(*d*) *That the school satisfies the conditions of Article 14.*

(*e*) *That the classes are sufficiently large to serve the students for practising purposes.*

(*f*) *That approved arrangements are made for the boarding and the home supervision of the students, in hostels or otherwise.*

ARTICLE 71.—Insert a comma after "(see Chapter VIII)," and add to clause (*c*) the words; "*or that he has been a recognised teacher for twelve months on the date of the introduction of this Code, and is certified by the Inspector to be likely to benefit by the training.*"

For ARTICLES 72, 73 and 74, substitute the following :—

ARTICLE 72.—*The course of studies will occupy 20 weeks, during which time the students will be required to attend for six hours a day except on holidays.*

ARTICLE 73.—*The college day of six hours will be divided into three parts, devoted to different kinds of work ; the first of three hours' duration, and the second and third of one and a half hours' each. The first part of the day, thus divided, will be spent by the students in the school-room ; the second part will be spent outside the school-room, in work connected with their training in the art of teaching and school-management ; and the third part in class work upon other subjects, or in private study, under the superintendence and with the help of the masters.*

ARTICLE 74.—*The 20 weeks of training will be divided into three periods, approximating in length to those mentioned below :—*

During the first period, about two weeks, the students will occupy the first part of the day in listening to the teachers giving lessons and in taking notes of their methods. In the second part, one or more of the masters will discuss with the assembled students what they have observed in the school, with the object of leading them to understand the chief points which distinguish good from bad teaching.

During the second period, about ten weeks, the first part of the day will be occupied by the students giving lessons in turn, the rest of the students and one or more of the masters taking notes. As a variation, a lesson will occasionally be given by one of the masters instead of by a student. In the second part, the lessons so heard will be criticised by both students and masters. A short lesson may also be given to the students on some point connected with teaching, or notes of lessons which the students have previously prepared and submitted for inspection may be discussed.

During the third period, about eight weeks, all the classes in the school will be taught exclusively by the students, a week at a time, during the first part of the day. Each student will teach the same class throughout the week. When his turn comes round again, a different class will be given to him. The students not engaged in teaching will visit different classes for different lessons, as arranged by the Principal; and they, the Principal, and possibly another master, will take notes in preparation for the work of the second part of the day. The master in charge of each class will remain with his class during the whole time it is thus taught by a student, and will take notes upon each of the lessons. At the end of the three hours he will give the student who has been teaching his class such brief hints and advice as may be suggested by his notes. The second part of the day will continue to be occupied by the criticism of the lessons given before the students, and a short lecture, as in the second period of the course.

ARTILCE 75.—*During the whole twenty weeks, the third part of the day will be largely devoted to class instruction and practice in reading aloud, recitation, English composition, singing by note, drill, and the reading and study of a short selected course in English literature. In this part of the day, also, opportunities will always be afforded to the students to obtain help from the masters in subjects such as drawing, science, or a second language, or in subjects of ordinary instruction in which they may be backward.*

ARTICLE 75 of the Revised Code, as it now stands, to be omitted.

ARTICLE 76 to be added to Section III, thus doing away with the present Section IV.

SECTION V to become SECTION IV.

ARTICLES 77 and 78 to stand.

ARTICLES 79, 80 and 81 to be transferred to Section V (the present Section VI—Grants), with the following alterations in Article 79 :—

Omit "above" in the first line, and after the word "conditions" insert "*specified in Article 78.*"

Substitute "*college*" for "school."

SECTION VI to become SECTION V.

ARTICLE 82 to become Article 79.

ARTICLE 79 (revised as above) to become Article 80.

ARTICLE 80 to become Article 81.

ARTICLE 81 to become Article 82.

As the training college is now the practising school, the grants to the college cover the grants to the school. It will be necessary, therefore, to omit Article 33 (*e*), Article 33 (*f*) becoming Article 33 (*e*).

CALCUTTA ;
24th August 1895.

A. CROFT.

H. A. BAMFORD.

APPENDIX D.

No. 44

CHAPTER VI.—TRAINING COLLEGES.

(*Embodying the Revised Proposals.*)

CODE OF REGULATIONS FOR EUROPEAN SCHOOLS IN BENGAL, 1889-90.

CHAPTER IV.

TRAINING COLLEGES.

SECTION I.—*Preliminary.*

74. A training college includes :—

(*a*) a college for boarding, lodging, and instructing candidates for the office of teacher.

(*b*) a practising school, in which such candidates may learn their profession.

75. No grant shall be made to a training college unless the Department is satisfied with the premises, management, and staff.

76. The grant to a practising school shall be made under the conditions specified in Chapter II.

CODE OF REGULATIONS FOR EUROPEAN SCHOOLS IN BENGAL, 1895.

CHAPTER VI.

TRAINING COLLEGES.

SECTION I.—*Preliminary.*

69. A training college consists of a practising school working under the Code, having a staff of teachers sufficient in number and fully competent to carry on both the ordinary work of the school and the training of students according to the following rules and having also the requisite accommodation for doing so.

70. No grant will be given to a training college until the Department is satisfied on the following points :—

(*a*) That the building is well suited for the purpose : namely, that it satisfies the conditions of Article 14 (*b*) ; that a sufficient number of the rooms in which classes are taught are large enough for the students to be present and to watch the teaching of a class, and are in other ways adapted to that purpose ; and that there are sufficient and suitable additional rooms, in which the students can receive their further teaching and training.

(*b*) That the college is satisfactorily furnished and equipped with all necessary school appliances, with scientific and other apparatus, and with a good educational and reference library for the use of the students.

(*c*) That the college is staffed with good teachers fully competent to conduct the work of the school and to train and teach the students in the manner explained in Article 74, and sufficient in number for that purpose.

(*d*) That the school satisfies the conditions of Article 14.

(*e*) That the classes are sufficiently large to serve the students for practising purposes.

(*f*) That approved arrangements are made for the boarding and the home supervision of the students, in hostels or otherwise.

(*Cancelled.*)

Code of Regulations for European Schools in Bengal, 1889-90.

SECTION II.—*Admission to Training Colleges.*

77. Candidates for admission to a training college are selected by the authorities of each college on their own responsibility, and are admissible to the college, provided that they produce satisfactory certificates of moral character.

78. No grant will be payable to a training college on account of any student who on admission does not satisfy the following conditions:—

(*a*) That he is at least 17 years of age.

(*b*) That the state of his health is satisfactory, and that he is free from any infirmity or bodily defect likely to interfere with the profession of a teacher.

(*c*) That he signs a declaration signifying *bonâ fide* intention to follow the profession of teacher.

(*d*) That he has passed the final examination for high schools specified in Schedule I, or for pupil-teachers in Schedule II.

Code of Regulations for European Schools in Bengal, 1895.

SECTION II.—*Admission to Training Colleges.*

71. A candidate for admission to a training college must produce a satisfactory certificate of moral character, and must also satisfy the following conditions:—

(*a*) That he is at least 18 years of age.

(*b*) That the state of his health is satisfactory and that he is free from any infirmity or bodily defect likely to interfere with the profession of a teacher.

(*c*) That he has passed the high school examination (see Chapter VIII) or is considered by the Inspector to be educated up to that standard; or that he has been a recognised teacher for 12 months on the date of the introduction of this Code, and is certified by the Inspector to be likely to benefit by the training.

SECTION III.—*Course of Studies.*

72. The course of studies will occupy 20 weeks, during which time the students will be required to attend for six hours a day except on holidays.

73. The college day of six hours will be divided into three parts, devoted to different kinds of work; the first of three hours' duration, and the second and third of one and a half hours' each. The first part of the day, thus divided, will be spent by the students in the school-room; the second part will be spent outside the school-room, in work connected with their training in the art of teaching and school-management; and the third part in class work upon other subjects, or in private study, under the superintendence and with the help of the masters.

74. The 20 weeks of training will be divided into three periods, approximating in length to those mentioned below:—

During the first period, about two weeks, the students will occupy the first part of the day in listening to the teachers giving lessons and in taking notes of their methods. In the second part, one or more of the masters will discuss with the assembled students what they have observed in the school, with the object of leading them to understand the chief points which distinguish good from bad teaching.

During the second period, about ten weeks, the first part of the day will be occupied by the students giving lessons in turn, the rest of the students and one or more of the masters taking notes. As a variation, a lesson will occasionally be given by one of the masters instead of by a student. In the second

Code of Regulations for European Schools in Bengal, 1889-90.

Code of Regulations for European Schools in Bengal, 1895.

part, the lessons so heard will be criticised by both students and masters. A short lesson may also be given to the students on some point connected with teaching, or notes of lessons which the students have previously prepared and submitted for inspection may be discussed.

During the third period, about eight weeks, all the classes in the school will be taught exclusively by the students, a week at a time, during the first part of the day. Each student will teach the same class throughout the week. When his turn comes round again a different class will be given to him. The students not engaged in teaching will visit different classes for different lessons as arranged by the Principal; and they, the Principal, and possibly another master, will take notes in preparation for the work of the second part of the day. The master in charge of each class will remain with his class during the whole time it is thus taught by a student, and will take notes upon each of the lessons. At the end of the three hours he will give the student who has been teaching his class such brief hints and advice as may be suggested by his notes. The second part of the day will continue to be occupied by the criticism of the lessons given before the students, and a short lecture, as in the second period of the course.

75. During the whole twenty weeks, the third part of the day will be largely devoted to class instruction and practice in reading aloud, recitation, English composition, singing by note, drill, and the reading and study of a short selected course in English literature. In this part of the day, also, opportunities will always be afforded to the students to obtain help from the masters in subjects such as drawing, science, or a second language, or in subjects of ordinary instruction in which they may be backward.

76. At the termination of his college career, each student shall receive a letter from the Department, certifying that he has received the complete training college course of instruction in the science and art of teaching, and, if the student has satisfied the Inspector in either or both of the tests prescribed in Article 68 (*b*) and (*c*), this fact also shall be stated in the letter.

SECTION V.—*Hostels and Boarding Arrangements.*

77. All students under training must reside in approved hostels or boarding houses, unless specially exempted by the Inspector on the recommendation of the Principal.

78. No hostel will be approved unless the following conditions are satisfied:—

(*a*) That the building is healthy, and sufficiently commodious to allow of quiet, uninterrupted home-work.

Code of Regulations for European Schools in Bengal, 1889-90.

SECTION IV.—*Grants.*

86. The managers of a training college shall be entitled to a grant of Rs. 750 for each student passing the annual examination in the first division, and of Rs. 500 for each student passing in the second division.

87. On the recommendation of the Inspector, a grant not exceeding Rs. 100 may be made on account of a student who fails to pass the annual examination; but this grant will not be made more than once for the same student.

88. The managers shall receive monthly a provisional grant of Rs. 35 for each student on the rolls during that month.

89. After the annual examination, the managers shall receive the amounts payable under Articles 86 and 87, less the amounts actually paid under Article 88. If the amounts paid under Article 89 exceed the amounts payable under Articles 86 and 87, the excess shall be deducted from the first, or (at the discretion of the Department) any subsequent grants payable in the following year under Article 88, or be otherwise refunded to the Department.

90. The amount specified under Article 86 will not be payable on account of any student who has resided for less than eight months during the year. Exceptions to this rule may, at the discretion of the Department, be made in special cases; provided that no grant will be payable for any student who has resided for less than six months, or who has spent less than 75 hours under proper supervision in the practising school. In the case of students so excepted, a reduction not exceeding Rs. 200 will be made in the amount of the grant.

Code of Regulations for European Schools in Bengal, 1895.

(*b*) That the rules of the hostel, and the arrangements for the general supervision of the students, including their moral training, comfort, and recreation, are approved by the Department.

NOTE.—It is very desirable that every hostel or boarding house should have a reading and recreation room, properly supplied with papers and magazines, especially periodicals bearing on educational subjects.

SECTION V.—*Grants.*

79. The managers of a training college shall be entitled to receive a monthly grant equal to 75 per cent. of the average monthly expenditure on the college in the preceding year; provided that the Department is satisfied that the college has been conducted with due regard to economy.

80. When the conditions specified in Article 78 are complied with, grants may be given to hostels or boarding houses, at such a rate for each boarder in residence as may be fixed for each college with reference to its locality, and to other material conditions affecting its necessary expenditure; provided that such rate does not amount to more than 75 per cent. of the cost of each boarder.

81. Special grants may be given to training colleges and to hostels or boarding houses towards the provision of necessary furniture or fittings, under the general conditions of Chapter VII of this Code.

82. Government may, in special cases, pay both the tuition and the boarding fees of students who have been educated in orphanages or schools admitting free scholars, and who show a special aptitude for teaching and are likely to adopt it as a profession.

APPENDIX E.

No. 45. *Notes on the Revised Proposals for Training Colleges.*

I.—By the VENERABLE ARCHDEACON DEEDES.

1. I am of opinion that a decided blot in the arrangements of Training Colleges in England has been pointed out, in the very limited time devoted in them to instruction in and practice of the art of teaching: and that in any Training College established in India provision should be made for a much larger proportion of time to be allotted to these subjects: and that it should in every way be made evident that this is the final cause of the establishment of such an institution.

2. I cannot, however, persuade myself that six months' course will be sufficient to form capable and efficient teachers out of such material as is available in India: or that such students as will enter the College will be capable of learning how to teach without at the same time receiving much additional instruction in the subjects, the elements of which they will have to impart to others. The average boy or girl who has read up to the VIIIth Standard or has passed the University Entrance Examination, and who, desiring to take up teaching as a profession, would seek to enter the Training College, is, as a rule, a quite *uneducated* person, with a range of reading limited strictly to the books in which he has been examined, with no general information and no taste for independent study. He has still to be taught to think and to reason. To give to such a person merely a course of instruction in the art of teaching (with at the most $1\frac{1}{2}$ hours a day for independent study) would be in my opinion labour lost. He will never make an efficient teacher until he has acquired a far more substantial education.

3. If it be said that such an education should be acquired elsewhere than within the walls of the Training College, I venture, with much deference to men of far wider educational experience than myself, to differ. And this on two grounds, *viz.*:—

1*st*, because we have in India no means of giving such an education. Even if our students were limited (which would be impossible) to such as had taken a University degree, they would in most cases be little better qualified as teachers: they would have crammed a few more subjects for examination, and would have imbibed considerably more self-satisfaction: there would be more to unlearn as well as to learn.

2*nd*, because, in my opinion, a good teacher will be better formed if the art of teaching is imparted *pari passu* with the art of learning. Otherwise, after having been mechanically crammed with so much information, the student will in the same mechanical way cram the method of imparting it to others.

4. For the above reasons, while I agree that in the Training College a far larger proportion of time and attention should be devoted to the art of teaching than appears to be customary in England, I believe that an efficient Training College must necessarily be to a considerable extent a continuation school of the best kind, aiming not so much at imparting a certain amount of information as at the general culture of the mind and the formation of habits of study, observation, and reasoning.

5. I, therefore, greatly prefer the original proposals of the Committee to those now circulated by Sir A. Croft and Mr. Bamford: and I feel so sure that a mere six months' course in the art of teaching would fail to effect the object in view that I would rather see no College established than one on the limited lines now suggested.

NAINI TAL:
The 25th September, 1895.

BROSH DEEDES,
Archdeacon of Lucknow.

II.—By W. H. BOUTFLOWER, Esq.

After carefully considering the revised proposals with regard to a Training College put forward by the President and Mr. Bamford, I regret to have to record my dissent from them for reasons which have been forcibly urged by the Archdeacon of Lucknow with whose note on the subject I entirely concur.

In my opinion, not only is a Training College required for these Provinces but also a school of a higher grade than any now in existence. Our schools for European children do not teach beyond the Higher Standard, a standard very little above the Entrance Examination. Even Natives brought up in families where English is spoken have been known to pass this examination at 14 years of age, and a clever European child would, in my opinion, have little difficulty in passing the Higher Standard at 15. In these Provinces it is held that the general education of a youth requires to be carried on for two years after passing the Entrance Examination before his professional education should be begun. In the case of European children who wish to adopt the profession of a teacher, this is at present impossible, for the following reasons:—The Arts Colleges, which are all situated in the plains, have no boarding houses for Europeans, and many parents would refuse to allow their sons, not to speak of their daughters, to attend classes in company with native youths. Moreover, it is very desirable that the education of Europeans at this age should, if possible, be carried on in the hills where they will not be deterred by the heat from taking a proper amount of physical exercise.

But a more pressing reason, in my opinion, than the inadequacy of the Higher Standard Examination, for carrying on the general education of those who are to be teachers beyond this standard, is the very meagre and defective equipment of the schools of these Provinces. At not one of these schools are object lessons given on a systematic plan with sufficient apparatus: in only one school is there any apparatus for teaching elementary physics, not one can exhibit specimens of the products of foreign countries, very few have libraries or gymnasia, and in all there is a marked absence of that stimulus to, and provision for, healthy forms of intellectual amusement during play hours, which, from an educational point of view, is as necessary as good class teaching. Nor is there the faintest prospect of Improvement. Managers cannot raise funds by means of higher fees, as the parents of the fee-paying children are mostly persons in receipt of rupee salaries, without any compensation allowance, and with incomes slowly but surely diminishing in value as the rupee falls and fresh taxes are levied, while every year the number of indigent children, for whom education has to be provided chiefly at their expense, is increasing. At the same time the Local Government has been obliged to reduce its allotment to European education owing to the financial pressure.

We cannot, therefore, hope to raise the standard of education in the schools of these Provinces, which, as far as I can foresee, must decline, owing to want of funds, as the number of indigent children to be educated increases. If this standard is insufficient as regards general culture for the profession of a teacher, the only remedy apparently is the establishment of a higher grade of school. The original proposals of the Committee appeared to me particularly valuable because they provided for the establishment of such a school, while, at the same time, I regret that a lower age limit for admission was not fixed upon. That the Archdeacon's contention as to the unfitness of children whose general education has not gone beyond the Higher Standard to be trained as teachers is well-founded, may, I think, be shown from the reports of the Royal Commission on Elementary Education of 1888. It will be generally admitted that candidates for admission to Training Colleges in England are little, if at all, superior in intelligence and general culture to the average boy or girl who has passed only the High Standard Examination. Yet the Commissioners unanimously recommended that the course of study should be extended to three years for selected students, if it were feasible, and that day students should be allowed facilities for continuing their study at a local Arts College; and on page 277 it is stated "the great mass of testimony is that Training Colleges are unable to do all that they should for their students on account of the unprepared and crude state in which they receive them." This would seem to be the reason why so large an amount of time is devoted to the general education of the students in English Training Colleges. In the new scheme it is proposed to give only an hour and-a-half daily for six months to the general education of the students, and part of this time is to be spent in instruction in reading aloud, recitation, singing by note, and drill.

I also observe that there is no provision for instruction in psychology,—a subject which

also seems to have been omitted in the original scheme. Yet surely it must be admitted that one whose duty it will be to develop the intellect and to train the will ought to know something of the laws by which the mind and the will act. A Training College which ignores psychology appears to me to have as little chance of success as a Medical School would have which ignored physiology. Without some elementary knowledge of the principles of the science, I do not see how it is possible for any one to obtain an intelligent grasp of the theory of education, and this has been the actual experience of a Principal of a Girls' School in these Provinces, who lately informed me that she used to read what she considered instructive articles on education to her untrained assistants, but had given up doing so as they were unable to follow the reasoning employed.

For the above reasons, I think that we should be running considerable risks in adopting the revised proposals now before us. It would be extremely unsatisfactory if a competent person could not be induced to undertake the post of Principal on account of the ill-prepared condition of the candidates for admission and the impossibility of proceeding further with their general education, or if School Managers still had to import their teachers from England—contingencies which seem to me not unlikely to happen.

NAINI TAL:
The 14th October, 1895.

W. H. BOUTFLOWER.

III.—By F. HADEN COPE, Esq.

I have carefully read and considered the Memorandum on Training Colleges put forward by Sir Alfred Croft and Mr. Bamford, and I have the following remarks to offer:—

1. I do not think that the Committee ever contemplated making a Training College in this country merely a continuation school, and I think that the curriculum proposed shows this.

In the Central Training College at Lahore, of which I was for some years Principal, our students' time was spent as follows:—Lectures were given in the College on the Science and Art of Teaching, throughout the course; Model Lessons were also given by the members of the staff, and, after the students had been in the College a few weeks, they gave lessons themselves either to classes of the Model School, brought into the College for that purpose, or to their fellow-students representing classes, and these lessons were afterwards criticised by the students, and the Principal then summed up, and, if necessary, showed how the lesson should have been given in a model lesson on the following day. Through the whole of their course the students attended the Model School regularly, at first merely to watch and take notes on the teaching, and afterwards in charge of the classes, teaching under the class-masters, all good men, who sent in reports of the teachers' work to me as well as guided them in their teaching. Ours was a ten months' course, and I found it insufficient. As well as this the men revised the ordinary subjects of a school curriculum, especially with reference to teaching those subjects, but they were not taught anything new.

Our plan was, therefore, not very different from that proposed by the two members of the Committee whose memorandum I am now considering, and this is the plan I thought the Committee intended should be followed when drawing up the scheme of studies passed in Calcutta. We did not, however, divide the students' time definitely into parts, nor do I think it advisable or even practicable to do so.

So far, it will be seen, I agree with the memorandum put forward; because it contains very little beyond what we passed in Calcutta.

2. I must now state my objections to the new proposals.

In the first place, and I consider this most important, it appears to be taken for granted that it would be possible to fill a practising school of the kind proposed with boys and girls in sufficient numbers *and in all the classes* for practising purposes. From my own experience I doubt extremely if this could be done, especially in the higher classes. Parents do not like their children being taught first by one student and then by another, and

under the proposed arrangement, every child would be taught for three hours a day by a man who was learning his work, leaving, at the utmost, two hours for the child to be taught by his class master. Now it is a well-known fact that children in model schools or practising schools, and this would have to be both, are, although generally above the average in brightness and intelligence, not so far advanced, or shall I say, not so fully prepared, in special courses, as those in ordinary board schools. In this country, where so much depends on the results of examinations, this fact tends to make model schools in a measure unpopular. I do not think, therefore, that we could fill a practising and model school on the terms of instruction proposed, although it might be possible to subsidize an orphanage for the purpose. If this were done the religious difficulty would probably come in.

Again, we must remember that the classes of the practising school under the proposed arrangement would have to be taken over by a fresh set of men every six months. When the second set of college students came in, there would not be a single class to which *the beginnings* of any subject, the most difficult probably of all teaching to young teachers, could be taught. A start would have to be made in each subject just where a class happened to be, for it would be impossible, without an unworkably complex organization, to have six months' courses for the children, since this would mean the doubling of each class and consequently the numbers required for practising purposes, and so far more than doubling the difficulty of filling the practising school, since one set of these classes would be betwixt and between for all examinations and for all promotions in other schools. Also many more masters would be needed if we had two classes in each standard and two sets of students under training at one and the same time. The difficulty might be met by having only one course of training a year; but this would mean a great waste of teaching power and of money, to have hostels standing empty, and masters (the extra masters) idle for half of every year.

But I have yet a stonger objection than these which I have put forward. I am convinced that no teaching can be considered satisfactory, and that no training can be thorough unless the student knows thoroughly the science on which the art is based. It is entirely against all our educational principles to teach a rule without its reason; yet this seems to me to be what is proposed in this scheme. Everything is to be sacrificed to "Practical work." Now, no one is more thoroughly convinced of the absolute necessity of practical, and continuous practical work than I am, but, at the same time, I would not neglect the teaching of the principles which should guide us in that work. I hold that for a man to be a really good intelligent and scientific teacher he must know the child's mind on which he has to work, and that knowledge of his materials and tools is as necessary to him as that of anatomy, physiology, *materia medica* and so forth to a doctor. In short, some knowledge of psychology must be given to the man up for training as a teacher. This it would be impossible to do in the short time proposed. It seems to me that the proposal put forward would result in a species of "cram" in method, which I hold is undesirable.

That the students turned out would be better teachers than they would have been had they not attended such a course as that proposed, I do not doubt, but that they would not be "trained" men I feel convinced.

The gentlemen who put forward the scheme I am now considering believe that if their proposal was adopted, four advantages would result :—

(*a*) That the scheme would be less costly than the one originally proposed and accepted by the Committee while sitting. This it undoubtedly would be.

(*b*) That this being so there would be a greater chance of the establishment of a Training College under this system. This is also true as far as expenditure goes, but the likelihood of a Training College as proposed being established under this scheme is more than counterbalanced, in my opinion, by the fact that we should not be able to fill the practising school.

(*c*) There would be a proportionate reduction in the expenses of the students. This is also true. But the question is, would this course be worth attending,

judging by the amount of "training" it would give them? On this point I have very grave doubts.

(*d*) The students would be more effectively trained as Teachers. To this I entirely disagree. I do not think they would be "trained," they would be more or less crammed by being instructed in method without being made sufficiently acquainted with the principles underlying it and the facts on which these principles are based.

As I am unable to agree to the scheme as proposed it is unnecessary for me to criticise the proposed changes in the Code as passed by the Committee. To call the proposed school a Training College would be a misnomer; it would be merely a practising school.

The gentlemen who have drawn up the scheme appear to have not looked at the question from the children's, parents', or managers' point of view; also they have given no estimate of the probable cost.

Personally, I should infinitely prefer to see more of the public money spent on the training of pupil-teachers than on a scheme of this kind. In fact what it seems to me would be preferable to this, and would not cost much, would be for Government to institute at different centres short courses of lectures, to be given by experts of course, on the Principles and Practice of Teaching, to have these at times when teachers could easily attend, say in the holidays, to allow all teachers to attend either free or at very low fees, and others at enhanced fees, and to have each course followed by an examination. Then certificates might be given to those who had attended the course and passed the examinations, and would be of two kinds. One, and the higher given to those who had served as pupil teachers or teachers to the satisfaction of the Inspector of the Province, and the other, and lower, to those who had merely attended the lectures and passed the examination with a view of taking up teaching work.

I much regret not being able to agree with Sir Alfred Croft and Mr. Bamford in their proposals, having as I have the greatest respect for their opinions, based as they are on a long and wide and varied experience of educational work, but at the same time my own views on the question are strong.

F. HADEN COPE,

The 19th November 1895. *Inspector of European Schools, Punjab.*

IV.—By the Reverend BROTHER FABIAN.

I am of opinion that the scheme for training colleges now put forward by Sir Alfred Croft and Mr. H. A. Bamford is more suitable and feasible than that adopted by the Code Revision Committee, and that it brings us nearer to the era of training colleges:—

(1) Because the course originally proposed by the Code Revision Committee requires instruction, to be followed by examination, in such a multitude of subjects, that the attention of the masters and the students would, I fear, be almost entirely devoted to their studies and diverted from that which is the real object of the training college, namely, training in the art of teaching. This effect has evidently resulted from the system followed in England, which is very similar to that proposed by the Committee.

(2) Being less elaborate and less expensive, the scheme proposed by Sir Alfred Croft and Mr. H. A. Bamford is likelier to become a reality in India at an early date than the one adopted by the Committee, and consequently, a vast amount of benefit is likely to have been derived from it, if adopted, long before the other would have come into operation.

(3) By the change in the method of awarding Teachers' Certificates the Committee recognised the great defect that exists in most Indian schools at present, namely, a want of practical skill among teachers in imparting knowledge; for the awarding of certificates will, in future, depend less on a teacher's literary abilities than on his ability to teach, the former being of course included in the latter, as far as a sound knowledge of the subjects to be taught is con-

cerned. An arrangement then, that would aim at developing this skill as early as possible, would be the remedy for the defect alluded to above, and the correlative of the principles involved. The course proposed by Sir Alfred Croft and Mr. Bamford seems to me to be that remedy.

(4) For the reasons given by Sir Alfred Croft and Mr. H. A. Bamford in the memorandum setting forth their views on the subject, a comparatively short course of training is likely to be welcomed by the majority of the teachers and to be largely availed of by them; and thus, in a short time, a large proportion of them would have received a really useful and practical training, such a training as would enable any one possessing in himself the elements of self-help to attain success in his profession afterwards, especially when to this is added the stimulus to private study which the new method of awarding certificates is sure to give.

It might be urged as an argument against the adoption of the "Six months' course" scheme that candidates for the teaching profession in India are, as a rule, rather below the average in their studies; and that, for them, the training college should partake largely of the nature of a continuation school. This might have been so in the past, when schools rarely taught beyond the seventh Standard, and when the utmost concern of the teacher was to pilot his pupils safely through the results examination. But now that the Primary and Middle School Examinations, so well calculated to insure thorough, effective teaching, have superseded the examination for results, and that the High School Examination will probably be invested with attractions and privileges which it did not possess before, better material will be forthcoming in future. The High School Examination is by no means a meagre test of a boy's abilities; neither is it an examination to encourage "cram." The extent of knowledge required is considerable, and the questions set are of such a nature as to call for considerable thought on the part of candidates in applying this knowledge. A boy who has passed the High School Examination must certainly, then, be possessed of more than a little intelligence.

But assuming that a training college such as that proposed by the Code Revision Committee were to be established at once, how far would it benefit those actually engaged in teaching? How many teachers would care, or could afford to sacrifice their salaries for two years? Few, if any. Again, the extensive course of instruction offered by the college, and the cheap terms on which it could be obtained, would probably attract many pupils, who, having passed the High School Examination, would be on the look-out for a good opportunity of continuing their education at a nominal cost to themselves, and who, when the two years had expired, would in many cases take to other and more congenial occupations. The six months' course would obviate all this. Those actually engaged in teaching could easily arrange to get trained, while pupil teachers and scholars who had passed the High School Examination would scarcely seek admission, owing to the technical nature of the College, if they had not previously made up their minds to take to teaching as a permanent calling.

As a scheme of this kind must, in any case, be to some extent tentative at first, it will be easy to extend or otherwise modify the course afterwards should it be found necessary to do so; but what I should say is wanted just now is something simple in its organization, inexpensive, and immediate in its remedial effects.

The 5th December, 1895. BROTHER FABIAN.

No. 46.

APPENDIX F.

CHAPTER VI.—TRAINING COLLEGES.

(Revision of Appendix D in accordance with the further proposals contained in this letter.)

Article 70 (c).—After the words "that the college is staffed with," insert the words "*a sufficient number of;*" and for the words which follow "manner explained in Article 74," substitute "*and to give such instruction as may be necessary in the principles underlying sound methods of teaching.*"

Article 72.—For "20 weeks" substitute "*ten months.*"

Article 74.—For "20 weeks" substitute "*ten months.*"

For "2 weeks" substitute "*one month.*"

For "ten weeks" substitute "*four months.*"

For "eight weeks" substitute "*five months.*"

Article 75.—For "20 weeks" substitute "*ten months.*"

Add the following :—

NOTE.—*On joining the college, each student will be required to select a certain subject or subjects for private study outside the college course, being guided in his choice by the Principal. As much help as possible in such studies will be given by the members of the college staff during the third part of the day referred to in the above Article; and the progress made by the students in their private studies will be noted at regular intervals, and recorded.*

Add the following new Articles :—

Article 77.—Local Governments are authorised to make any changes which they may think advisable in the distribution of time and the duration of the college day, specified in the preceding articles of this section.

Article 78.—As far as the accommodation will permit, teachers will be allowed to join the college at any part of the college year for a period of not less than two, or more than six months, provided that they attend with regularity, for the purpose of listening to the lessons given in the class rooms, whether by the regular staff or by the students under training, and to the criticism and other lectures given by the staff to the students outside the class rooms. They will also be allowed to prepare notes of lessons to be criticised by the masters along with those of the regular students. Teachers attending in this way will take no part in the instruction of the school classes, but be spectators only.

Articles 77 to 82 to be re-numbered 79 to 84.

No. 47.

Extract from the Proceedings of the Government of India, in the Home Department No. 3 Education / 142—154, dated Simla, the 8th May 1896.

READ—

Home Department Resolutions No. 2 Education / 50—69, dated the 7th February 1895, and No. 4 Education / 113—117, dated the 16th February 1895, appointing a Committee to revise the Code of Regulations for European Schools in the Bengal Presidency.

Read also—

The Report of the Committee referred to above, dated the 22nd October 1895.
Further report of the Committee, dated the 17th January 1896.

RESOLUTION.—The Code of Regulations for European Schools in the Bengal Presidency, which was drafted by a Committee appointed by the Government of India in 1881, was brought partially into operation in 1883, and, after it had been further considered by Local Govern-

ments and Administrations and by a conference of Educational Officers, was approved by the Governor-General in Council in 1885. In 1888 it was decided (Home Department Resolution No. $\frac{10 \text{ Education}}{366-378}$, dated 21st September, 1888), to defer the further revision of the Code for five years, during which time it might be worked with any subsidiary Provincial rules which Local Governments might consider necessary to introduce on their own responsibility. In the Home Department Resolution of the 7th February, 1895, cited in the preamble, it was observed that, as more than six years had elasped since the date of the Resolution of 1888, the Government of India were of opinion that the results of the experience gained in the different Provinces should be compared and turned to account. The Governor-General in Council accordingly appointed a Committee, composed of the gentlemen named in the margin, to consider what amendments were necessary in the Code. The Government of India indicated that the most important matters which had been brought to their notice in connection with the Code as requiring consideration were the alleged unsuitability of the uniform course of studies prescribed by the Code; the need, which the inquiries of the Calcutta Pauperism Committee and Sub-Committees tended to establish, for importing into the course more recognition of industrial training; the extension of the principle of making grants-in-aid on a system independent of the results of the examination of individual scholars; and the questions of the grant of teachers' certificates and the training of pupil teachers. The Committee were, however, invited to make recommendations upon any other matter in regard to which they considered that the Code stood in need of revision.

PRESIDENT:

Sir A. Croft, K.C.I.E., M.A., Director of Public Instruction, Bengal.

MEMBERS:

The Venerable the Archdeacon of Lucknow.
W. H. Boutflower, Esq., B.A., Inspector of European Schools, North-Western Provinces and Oudh.
F. Haden Cope, Esq., M.A., Inspector of Schools, Punjab.
H. A. Bamford, Esq., Inspector of European Schools, Bengal.
R. Carter, Esq., B.A., Rector of St. Paul's School, Darjeeling.
The Reverend Brother Fabian, Director of the Society of Christian Brothers.
E. Marsden, Esq., B.A., Inspector of Schools, Coorg.

2. The Report of the Committee and the revised Code drafted by them were received by the Government of India in October last, and a subsidiary report dealing with the chapter of the Code relating to Training Colleges was forwarded in the middle of January. The Report with the revised Code has been very thoughtfully and thoroughly drawn up, and the thanks of the Governor-General in Council are due to Sir A. Croft and the other members of the Committee for the care and attention which they have devoted to the work entrusted to their charge. Except in regard to certain details which are noticed later on, His Excellency in Council approves and accepts the conclusions of the Committee on the matters discussed by them. The chief questions of a general nature which have been dealt with in the Report, and provided for in the Code, are the discontinuance of aid to "private-adventure" schools; the substitution for the existing system, under which the grants are determined by the results of the examination of individual scholars, of a system under which grants will be based on the attendance in the various classes in the three years preceding each determination of the grant; the recognition, for grant purposes, of classes in the high sections of schools preparing for various public examinations other than the High School examination; the provision to be made for the better education of the poor; and the improvement of the teaching agency. These subjects have all, in the opinion of the Government of India, been ably and adequately treated, and the Governor-General in Council approves the principles regarding them adopted by the Committee.

3. It does not appear to the Government of India to be necessary to circulate the revised Code for the opinion of Local Governments and Administrations before directing its introduction. The alterations made in existing rules will have the effect in nearly all cases of extending the discretion of Local Governments: and in determining the personnel of the Committee, the Government of India had endeavoured to select, in communication with the Local Governments, gentlemen experienced in the working of the rules in the various Provinces and acquainted with the requirements of the community to which the Code relates. It is undesirable to delay the introduction of the reforms which have been suggested, and His Excellency in Council accordingly desires that, subject to the following remarks, the revised Code of Regulations for European Schools in the Bengal Presidency (a copy of which, together with the Report of the Committee, is appended to this Resolu-

tion) may now be provisionally adopted by the Local Governments and Administrations concerned.

*Article 3.**—The term European was defined in the old Code to mean, for the purposes of the Code, any person of European descent, pure or mixed, who retains European habits and modes of life. The Committee have left the definition unchanged, as they were not agreed as to the advisability of modifying it, but in paragraph 50 of their Report they have suggested, in view of a case of hardship which came to their notice in Calcutta, that Local Governments should be permitted, if they desire to do so, to admit Native Christians to the benefits of the Code under certain conditions. After full consideration the Government of India are not prepared to act upon this suggestion, which would, in their opinion, involve a serious departure from the principles on which aid to the education of Europeans and Eurasians was based. It would be impossible to follow the precedent thus set of allowing a special indulgence in any other case in which Natives who had adopted a particular religion might object to attending the ordinary schools. Cases of hardship such as that cited must, if the area covered by the Code be considered, be exceedingly few, and on the whole the Governor-General in Council is decidedly of opinion that the Code should be restricted to its original exclusive purpose.

Article 7 (h).—The Government of India accept the conclusion of the Committee, embodied in Article 7 (*h*), that no grants shall in future be made to schools conducted for private profit, but this provision will not apply to any such schools already receiving a grant under the Code so long as they remain in possession of their present proprietors.

Article 14 (d).—The existing article 14 (*c*) requires that the studies shall be conducted in accordance with a time-table, of which a copy must be submitted to the Education Department. The Committee enlarged the scope of the rule so as to require that school time-tables must be approved by the Education Department in respect of the subjects of study as well as in respect of hours, and they explained (paragraph 50 of their Report) that they had adopted this change on the ground that it is desirable to give the Inspector of Schools power to prohibit the introduction into the school course of any subjects which the staff is not competent to teach. It appears, however, to the Government of India that it is unnecessary to give to the Inspector so wide a power as this. Where, as will no doubt generally be the case, the system of payment-by-results has been superseded, there will, it seems to the Governor-General in Council, be little danger of schools introducing into their course subjects which the staff is not competent to teach, and moreover, as the Committee point out, the influence of the periodical examinations will regulate the amount of attention paid to various subjects. The Government of India have accordingly removed the addition made by the Committee, and the provisions of the article will remain similar to those in the existing Code. The object which the Committee had in view will, it seems to the Government of India, be sufficiently met by the rule contained in Article 22 of the Revised Code.

Article 19.—This article leaves the determination of the question whether schools shall follow the course indicated in Schedule I-A. or Schedule I-B. to the Education Department. In paragraph 18 of their Report, however, the Committee recommend that the decision should rest with the Local Government, and that, the decision having been made, it should be applied to all the schools of the Province. The Government of India approve the view that the decision of the question in each Prevince should rest with the Local Government, and Article 19 has been modified in accordance with this view. The article lays down that the courses prescribed in Schedule I may be modified by the Local Government: and on this understanding Schedules I-A. and I-B. in the provisional form drafted by the Committee are accepted by the Government of India.

Articles 27—34.—The conclusion of the Committee is that the system should be generally adopted under which grants to schools declared efficient are given almost exclusively on the attendance and classification of the scholars and are not determined by individual examination. This is the part of their proposals, so much the most important and significant, that it may be well briefly to reproduce in this Resolution the reasons for the

* The numbering of the articles is that in the Code as revised by the Committee.

change. To use their own words, the Committee condemn the system of payment-by-results on the grounds "that it discouraged the attainment of a high degree of excellence in scholarship, that it ignored the work done by teachers for dull and backward pupils, and that it put forward mediocrity in as large a number of subjects as possible as the highest goal of the teachers' efforts." The system, which the Committee recommend in its place, has been successfully tried in Bengal, and they advise its general adoption for these reasons:—

(1) that the finances of schools are no longer liable to be disorganised by fluctuations in the grant resulting from the chances of the annual examination, but that its amount can be anticipated by the Managers from year to year with something like certainty; (2) that the amount of grant is determined by general considerations of the size and proficiency of each school, and therefore bears some fair proportion to its utility and cost; (3) that it leaves the teachers free from anxiety as to the results of a particular examination, and enables them to cultivate the intelligence of the scholars, as well as their memory, by steady adherence throughout the year to those methods of instruction which experience and authority have pronounced to be the best; (4) that it allows fuller scope than is possible under a system of annual examinations by fixed standards, for individual teachers to vary the methods or the subjects of instruction according to the capacity of the scholars, and to push forward promising pupils along lines in which they show ability; (5) that it encourages attention being paid to dull and backward scholars, since teachers can now afford to work slowly and thoroughly, making sure of each step before attempting the next: (6) that in Provinces where the Inspector's other duties leave him sufficient time for the purpose, it enables him to substitute frequent and friendly supervision for a single annual examination, thus allowing him to gain a much clearer insight into the condition of each school, and to apply criticism, advice and example, to the removal of defects.

The Government of India have given their careful consideration to these arguments, and to all the objections that have been adduced against the change. In their judgment the Committee have established their case. Their arguments are weighty, and the soundness of those arguments has been proved by the experience in Bengal. With the reservation contained in Article 34 to meet the case of schools which, in the opinion of the Local Government, should not be brought under this system of grant-in-aid, this change is therefore heartily approved by the Government of India.

Article 38.—The Government of India agree in the view expressed by the Committee in paragraph 30 of their Report regarding this article that poor schools should not be excluded from the operation of the rule, that the grant earned under Section II of Chapter II of the Code should, if it exceeds the income of the school from all other sources, be reduced by the amount of such excess. There is, however, in Article 33 a provision which will enable a Local Government to aid poor schools by special grants, and these grants are not to be taken into account in making reductions under Article 38. The Governor-General in Council feels assured that Local Governments will be careful to secure that poor schools which deserve encouragement shall receive it by means of such special grants.

Articles 51—57.—The Committee observe (paragraph 33 of their Report) that the existing rules regarding teachers' certificates, which require that the head teacher of every school and every assistant teacher in charge of a class above Standard IV shall be certificated, do not in practice ensure the holders of certificates giving satisfactory proof of their capacity as teachers. They have, therefore, recommended a system of granting letters of recognition, which are in effect simply licenses to teach, in the first place, and subsequently issuing proficiency certificates to those who qualify for them under Article 68. The Governor-General in Council feels some doubt whether the recommendations of the Committee will by themselves effect the improvement desired, and the matter will require further consideration hereafter by Local Governments in connection with the subject of Training Colleges; but His Excellency in Council has no objection to the system proposed by the Committee being introduced provisionally at present. It appears to the Government of India that the condition stated in the form of the "Letter of Recognition for Teachers"

(Schedule III), drafted by the Committee, that the letter may at any time be cancelled at the discretion of the Inspector, would not be fair to the teacher and is hardly consonant with Article 57 which authorizes "the Department" to cease to recognize a teacher for incompetency. The Government of India consider also that, in case of alleged misconduct, a recognized teacher ought to have the opportunity of defending himself, which is given to a certificated teacher under Article 63 of the existing Code. The last sentence in the form of letter of recognition, as drafted by the Committee, has accordingly been struck out, and words providing that before the Department ceases to recognize a teacher owing to distinct incompetence he shall have an opportunity of giving an explanation have been added to Article 57.

4. The Committee have submitted a separate report upon the question of the Training Colleges. The chapter on Training Colleges in the existing Code has remained a dead letter, no such College having ever come into existence. The members of the Committee had not come fully prepared to advise on the subject of a Training College, and circumstances prevented their bestowing on the matter as much deliberation as it required. Eventually, they were not able to come to an agreement, and the result was a divided report upon the subject. The delegates from Bengal have supported a scheme for a Practising School at which the actual art of tuition, and that alone, would be taught, while other members advocate measures for forming a College, at considerable expense, where teachers would undergo, in addition, for a comparatively prolonged period, a continued education and a general training in habits of study, observation and reasoning. Under both schemes the teaching institution would be undenominational; but, inasmuch as practically all European Schools in India are maintained by denominational bodies, who may require that their teachers should have received religious instruction of a particular character, it would probably be necessary to attach to the training institutions, boarding establishments or hostels, which would be under the private management of the different denominations. There is no more important matter connected with European education in India than the improvement of the teachers employed in it, as has indeed been admitted in the scheme of vernacular instruction by the institution of normal schools. But, in view of the fact that the question was not fully discussed by the Committee, and that the members of the Committee who represented Local Governments were not all instructed as to the course of action they should take in discussing it, the Governor-General in Council has determined not to pass orders upon this portion of the Report until he has received and considered the opinions of Local Governments and Administrations upon it. The scheme for a Training College to consist of a Practising School having a staff of teachers sufficient in number and fully competent to carry on both the ordinary work of the school and the training of students, which was put forward by Sir A. Croft and Mr. Bamford and is supported by Mr. Carter and Brother Fabian, is at least cheap and tentative. It may, however, the Government of India fear, be found unsuitable for some Provinces, and they will be glad to learn what the views of the Local Governments and Administrations are as to the relative merits of this scheme and of the scheme which has the support of the Archdeacon of Lucknow, Mr. Boutflower and Mr. Haden Cope. The Governor-General in Council will be glad to learn in particular whether, in the opinion of Local Governments and Administrations, an institution of this nature should be maintained by the Government, the bodies interested in European education being responsible for the maintenance of the boarding establishments attached to it, or whether it might be feasible to devise a scheme under which the management of the institution might be left entirely in the hands of the different bodies interested in European education. Before advising His Excellency in Council in the matter Local Governments and Administrations will no doubt communicate with the leaders of the different denominational bodies and ascertain their attitude to the maintenance of a common institution, and the conditions under which they would subscribe to it. While, however, the Governor-General in Council is unable to dispose of this question without further communication with Local Governments and Administrations, it appears to His Excellency in Council that the unanimity of opinion of the four members of the Committee, who have had experience of European education in Bengal, in favour of the

scheme put forward by Sir A. Croft and Mr. Bamford, and the special circumstances of Bengal, where the higher education of Europeans is believed to be in a more satisfactory condition than in the other Province of Northern India, suggest that an attempt might be made to deal with the matter independently in that Province. The Governor-General in Council anticipates that it might be possible to find in Bengal a school in which the experiment could be tried. His Excellency in Council would, therefore, be glad if His Honour the Lieutenant-Governor would consider whether it would be possible to deal with the question separately as regards Bengal, and to carry out in that Province experimentally the scheme of Sir A. Croft and Mr. Bamford.

Chapter VIII, Articles 98—106.—The Government of India approve generally the provisions of this chapter, but they are of opinion that it is unnecessary to publish in the Government Gazette the names of children who are successful at the Primary School and Middle School examinations. The words "and gazetted" have, therefore, been omitted from the first paragraph of Article 103.

Chapter IX.—The Government of India approve the provision for high scholarships which is made in this chapter. The Committee propose, however, in paragraph 49 of their Report, that a certain proportion of the scholarships now awarded on the results of the Entrance Examination, should be reserved for European candidates passing the High School Examination, the remaining scholarships for the Entrance Examination being retained for Native candidates only. Though it is desirable to encourage the adoption of the High School course, the Government of India do not think that it would be expedient to find the money for scholarships by discontinuing a certain number of Entrance scholarships. Such a measure might be misunderstood as involving the limitation of scholarships for Natives in order to provide for Europeans, while the exclusion of Europeans from all scholarships awarded on the results of the Entrance Examination appears also undesirable. In order to provide for High School scholarships, therefore, Local Governments and Administrations should either redistribute the grant for scholarships to European Schools so as to give a portion for High School studies, or specially increase the grant for the purpose.

5. There are certain other matters noticed by the Committee, which are not contained in the articles of the Code, to which it is necessary to refer.

In paragraph 21 of their Report, the Committee recommend that steps should be taken to secure, as far as possible, uniformity in the conditions of admission to the different Departments of the public service by prescribing a common examination in all subjects except those specially required for particular Departments. The present system is, the Government of India have little doubt, detrimental to the public service and the inconveniences to educational institutions, resulting from it, which the Committee bring to notice also, make it, in the opinion of the Governor-General in Council, very desirable to seriously consider whether some form of relief cannot be devised. In the United Kingdom an examination passed at the schools themselves is accepted as sufficient to render a separate examination, such for instance as the preliminary examination at some of the Universities, unnecessary. It seems to the Government of India possible that the difficulties of the schools might be materially lessened if the proficiency in general education of candidates for the public service could be tested in some such way—leaving the special subjects, proficiency in which is demanded by departmental considerations, for a separate examination. Before, however, taking any steps (such as the suggested appointment of a Committee) with a view to the amalgamation of the several examinations for admission to Imperial and Provincial Departments, the Government of India will be glad if Local Governments and Administrations will consider paragraph 21 of the Committee's Report and intimate in a separate communication how far they would be prepared to give effect to the proposal in regard to the local examinations held under their orders and what system they would adopt in order to do so.

6. The Government of India approve the recommendations of the Committee in paragraphs 23—26 of their Report, the object of which is to increase the facilities open to poor European and Eurasian children for the acquisition of a good general education, and also to give such a character to their education as will more fully fit them on leaving school to

earn a livelihood in various industrial occupations. The proposals are excellent, but, as money will be required to give effect to them, it is for Local Governments and Administrations to ascertain how far it can be found by private enterprise and liberality or supplied by Government aid. There will probably also be difficulty for some time to come in securing competent teachers for technical instruction. The Government of India, however, commend the proposals of the Committee to the closest attention of Local Governments. In doing so the Governor-General in Council desires to express his emphatic concurrence with the views expressed by the Committee as to the object to which technical instruction should be directed. It is undoubtedly of advantage to a boy to learn the use of the carpenter's or the blacksmith's tools, but it is essential, in the opinion of His Excellency in Council, that it should be understood, firstly, that a system of training in the use of such tools is not in substitution for, but is only supplementary to, the general training of the mental faculties, and that it must, therefore, not displace any essential portion of the ordinary educational course, and secondly, that such instruction is not the teaching of a trade. The Government of India are entirely in accord with the Committee in the opinions which they have expressed that technical training given at school cannot and ought not, to be intended to fit boys to earn a living in the calling, in the rudiments of which they are instructed, and anything that might tend to encourage the idea that special trades could be taught at school would, in the opinion of the Government of India, conflict with what they have laid down above as the first essential of a system of technical training, and be fatally at variance with a wider and truer conception of technical science and education.

7. Paragraph 27 of the Report deals with the affiliation of industrial classes attached to European Schools to a higher institution of a technical kind. The Committee propose that these classes should be affiliated to the Apprentice Department of the Sibpur Engineering College in the same way that technical schools in Bengal are affiliated. This proposal will doubtless receive full consideration from the Government of Bengal. It will not apparently cover the case of schools for Europeans and Eurasians in other Provinces: but the Government of India will be glad if other Local Governments and Administrations will consider whether they cannot also arrange that similar classes should be affiliated to a higher technical institution.

8. Finally, the Government of India concur in the view expressed by the Committee in paragraph 31 of their Report that, for the reasons there explained, the introduction in India of a system of compulsory education of the children of European and Eurasian parents need not at present be considered.

ORDER.—Ordered, that a copy of this Resolution, together with a copy of the Committee's Reports and of the revised Code of Regulations for European Schools in the Bengal Presidency, be forwarded to all Local Governments and Administrations in the Bengal Presidency, for information and guidance; to the Governments of Madras and Bombay and the Chief Commissioner of Burma for information; to the Public Works Department for information; and the Foreign Department for information and communication to the Chief Commissioner of Ajmere and the Agent to the Governor-General in Central India.

Ordered also, that the papers referred to above be published in the Supplement to the *Gazette of India.*

(True Extract.)

J. P. HEWETT,

Secretary to the Government of India.

No. 48.

CODE OF REGULATIONS FOR EUROPEAN SCHOOLS IN BENGAL, 1889-90.

CHAPTER I.

[PRELIMINARY.]

1. A sum of money is annually granted by Local Governments and Administrations for European education in India. This grant is administered by the Education Department of each Local Government or Administration, hereinafter called the Department.

2. The object of the grant is to aid local exertion in maintaining efficient schools for European children, and training colleges for teachers in such schools.

3. The term 'European' is used in this Code to signify any person of European descent, pure or mixed, who retains European habits and modes of life; but the Local Governments shall in all cases of doubt decide the proper application of the term. The term 'scholar' is used to signify European scholar.

(*See Article 12.*)

4. Aid to maintain schools is given by monthly and annual grants to the managers, conditional upon the attendance and proficiency of the scholars, the qualifications of the teachers, and the state of the schools.

5. Every school aided by Government under the provisions of this Code shall be conducted in accordance with the following regulations:—

(*a*) It shall not be required, as a condition of any child being admitted into or continuing in the school as a day-scholar, that he shall attend or abstain from attending any Sunday school or any place of religious worship, or that he shall attend any religious observance or any instruction in religious subjects in the school or elsewhere, from which observance or instruction he may be withdrawn by his parent, or that he shall, if

CODE OF REGULATIONS FOR EUROPEAN SCHOOLS IN BENGAL, 1895.

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3. The term 'European' is used in this Code to signify any person of European descent, pure or mixed, who retains European habits and modes of life; but the Local Governments shall in all cases of doubt decide the proper application of the term. The term 'scholar' is used to signify European scholar.

4. Every school to which aid is given shall be under the management of a governing body, hereinafter called the managers, who shall be responsible for the maintenance and control of the school, and for the fulfilment of all the conditions upon which the grant is made.

5. Aid is given in the form of (*a*) maintenance grants, under the provisions of Chapters II and VI, or (*b*) building grants, under the provisions of Chapter VII.

6. Every school aided by Government under the provisions of this Code shall be conducted in accordance with the following regulations:—

(*a*) It shall not be required, as a condition of any child being admitted into or continuing in the school as a day-scholar, that he shall attend or abstain from attending any Sunday school or any place of religious worship; or that he shall attend any religious observance or any instruction in religious subjects in the school or elsewhere, from which observance or instruction he may be withdrawn by his parent; or that he

Code of Regulations for European Schools in Bengal, 1889-90.	*Code of Regulations for European Schools in Bengal, 1895.*
withdrawn by his parent, attend the school on any day exclusively set apart for religious observance by the religious body to which his parent belongs.	shall, if withdrawn by his parent, attend the school on any day exclusively set apart for religious observance by the religious body to which his parent belongs.
(*b*) The time or times during which any religious observance is practised, or instruction in religious subjects is given, at any meeting of the school shall be either at the beginning or at the end, or at the beginning and the end of such meeting, and shall be inserted in a time-table to be kept permanently and conspicuously affixed in every school-room; and any day-scholar may be withdrawn by his parent from such observance or instruction without forfeiting any of the other benefits of the school.	(*b*) The time or times during which any religious observance is practised or instruction in religious subjects is given, at any meeting of the school, shall be either at the beginning or at the end, or at the beginning and the end of such meeting, and shall be inserted in a time-table to be kept permanently and conspicuously affixed in every school-room; and any day-scholar may be withdrawn by his parent from such observance or instruction without forfeiting any of the other benefits of the school.
(*c*) The school shall be open at all times and in all its departments to the inspection of the Departmental Inspector, so, however, that it shall be no part of the duties of such Inspector to enquire into any instruction in religious subjects given at such school, or to examine any scholar therein in religious knowledge, or in any religious subject or book.	(*c*) The school shall be open at all times and in all its departments to the inspection of the Departmental Inspector, so, however, that it shall be no part of the duties of such Inspector to enquire into any instruction in religious subjects given at such school, or to examine any scholar therein in religious knowledge, or in any religious subject or book.
No grant is made for or in respect of:—	7. No grant is made:—
(*a*) any instruction in religious subjects;	(*a*) on account of instruction in religious subjects;
(*b*) any school which is not subject to the inspection of the Department;	(*b*) to any school which is not subject to the inspection of the Department;
	(*c*) on account of non-European scholars or of scholars under three years of age;
(*c*) any school in which the number of non-Europeans exceeds 25 per cent. of the total number of scholars, or such smaller percentage as the Local Government may, by special order, prescribe for any particular school or place;	(*d*) to any school in which the number of non-Europeans exceeds 25 per cent. of the total number of scholars, or such smaller percentage as the Local Government may, by special order, prescribe for any particular school or place;
(*d*) any school with an average daily attendance of less than 12 European scholars, unless, in the opinion of the Department, the circumstances of the school are such that it is likely to be maintained in efficiency;	(*e*) to any school with an average daily attendance of less than 12 European scholars, unless, in the opinion of the Department, the circumstances of the school are such that it is likely to be maintained in efficiency;
(*e*) any school or department of a school which the Local Government declares to be unnecessary or unsuited to the requirements of the locality;	(*f*) to any school or department of a school which the Local Government declares to be unnecessary, or unsuited to the requirements of the locality;
(*f*) any school the income of which from all sources is sufficient, in the opinion of the Local Government, to maintain it in efficiency.	(*g*) to any school the income of which from all sources is sufficient, in the opinion of the Local Government, to maintain it in efficiency;

Code of Regulations for European Schools in Bengal, 1889-90.

7. No school shall be placed on the list of those to which grants may be made until an application is sent to the Department of the province in which the school is situated. The application shall contain the following particulars, according to a form supplied by the Department :—

(*a*) Class of school.

(*b*) Names and qualifications of the teachers.

(*c*) Number of scholars in each standard (Schedule I).

(*d*) Scale of fees.

(*e*) Probable income from all sources, other than the grant.

The Inspector shall thereupon visit and report on the school.

8. If the application is approved, the Department will infrom the managers from what date the school will be regarded as coming under the Code, and in what month the Inspector will make his annual visit. The month will remain unaltered, unless the Department informs the managers of a change. Notice of the day of the Inspector's annual visit will be given beforehand to the managers.

9. The Inspector may visit an aided school at any other time without notice.

10. No grant is sanctioned except on a report from the Inspector, unless some unforeseen cause makes it impossible for him to visit and report upon the school.

11. The managers of a school must appoint a correspondent with the Department, and must at once give notice to the Department of any change of correspondent.

Code of Regulations for European Schools in Bengal, 1895.

(*h*) to any school which is conducted for private profit, or which is farmed out by the managers to the teachers.

NOTE.—To any school, now receiving a grant under the Code, which would be debarred from such grant by the operation of clause (*h*), this clause shall not apply so long as the school remains in the possession of its present proprietors.

8. No school shall be placed on the list of those to which maintenance grants may be made until an application is sent to the Department. The application shall contain the following particulars, according to a form supplied by the Department :—

(*a*) Class of school.

(*b*) Names and qualifications of the teachers.

(*c*) Number of scholars in each standard (Schedule I).

(*d*) Scale of fees.

(*e*) Probable annual income from all sources other than the grant.

(*f*) Proposed annual expenditure, under the following heads :—rent and taxes, teachers, servants, furniture and apparatus, books and stationery, repairs, miscellaneous.

The Inspector shall thereupon visit and report on the schools.

9. If the application is approved, the Department will inform the managers from what date the school will be regarded as coming under the Code, and the amount of grant temporarily awarded.

If the application is rejected, the grounds of rejection shall be notified by the Department to the managers.

10. The amount of the temporary grant referred to in the preceding article shall be fixed at 75 per cent. of the amount which, in the judgment of the Inspector after visiting the school, it would be likely to earn. As soon as the permanent character of the school is established, it shall be made subject to the provisions of Section II of Chapter II.

11. The Inspector may visit an aided school at any time with or without notice.

(*Cancelled.*)

12. The managers of a school must appoint a correspondent with the Department, and must at once give notice to the Department of any change of correspondent.

The correspondent must in every case be approved by the Department.

Code of Regulations for European Schools in Bengal, 1889-90.

12. By managers are meant those who have the financial and general control of the school.

CHAPTER II.

GRANTS FOR THE MAINTENANCE OF SCHOOLS.

SECTION I.—*Preliminary.*

13. Except when otherwise stated, all the grants in the Code are annual grants.

14. Before any grant is made to a school the following conditions must be satisfied:—

(*a*) That the school is conducted in accordance with Article 5.

(*b*) That the school premises are healthy, well lighted, drained, and ventilated; are properly furnished and supplied with suitable offices, and contain sufficient accommodation for the scholars attending the school.

NOTE (*a*).—The Inspector may call upon the Civil Surgeon to furnish him with a report upon the sanitary arrangements of the school.

NOTE (*b*).—For the present 12 square feet in each class-room will be required for every scholar in average daily attendance,* or, if more than one class is taught in the same room, 16 square feet.

(*c*) That the studies are conducted in accordance with a time-table, of which a copy shall be submitted to the Department. Any subsequent change in the time-table must be communicated to the Department.

(*See note to Article 37.*)

(*d*) That the staff of teachers is sufficient, and in day-schools that the principal teacher is certificated. In

* The average daily attendance for any period is found by adding together the attendances of all scholars for that period, and dividing the sum by the number of full meetings within the same period; the quotient is the average daily attendance.

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(*See Article 4.*)

13. The interpretation of any article in this Code shall rest with the Department.

CHAPTER II.

GRANTS FOR THE MAINTENANCE OF SCHOOLS.

SECTION I.—*Preliminary Conditions.*

(*Cancelled.*)

14. Grants are continued to such schools only as satisfy the following conditions:—

(*a*) That the school is conducted in accordance with Article 6.

(*b*) That the school premises are properly drained, and healthy in other respects; that the buildings are well constructed and safe; that the rooms are properly lighted, ventilated, and (if need be) warmed, and that they are, as far as possible, well arranged for teaching; that in the case of boarding schools, proper arrangements are made for boarders; that the school is provided with all necessary offices, and that these and the premises generally are kept clean; that it contains sufficient accommodation for the scholars attending the school; and that it is properly supplied with furniture, books, maps, and other apparatus.

NOTE (1).—The Inspector may call upon the Civil Surgeon to furnish him with a report upon the sanitary arrangements of the school.

NOTE (2).—Rooms used for teaching purposes should provide 12 square feet per scholar where only one class is taught, and 16 square feet per scholar where more classes than one are taught in the same room; the calculation being made for each room on the average daily attendance of scholars taught in that room. The average daily attendance for any period is found by adding together the attendances of all scholars for that period, and dividing the sum by the number of full meetings within the same period; the quotient being the average daily attendance.

NOTE (3).—The sleeping space allotted to each boarder must be declared by competent medical authority to be sufficient for the purposes of health. In administering this article, the Department will endeavour to secure a provision, for each child under 12, of not less than 40 superficial feet and 400 cubic feet; and, for each child above 12, of not less than 48 superficial feet and 480 cubic feet. When a boarding school is hereafter erected with the aid of a building grant (Chapter VII), the internal space provided for each boarder must be in accordance with the measurements stated in this article.

(*c*) That the staff of teachers is sufficient and competent, and that each teacher has received from the

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night schools the principal teacher need not be certificated.

* (*d*) The words enclosed in brackets have been expunged by the Government of India.

[*See Article 14* (*c*)]

15. Every school receiving a grant shall comply with the following conditions :—

(*a*) Any changes in the school staff and management during the course of the year shall at once be communicated to the Department.

(*b*) All returns called for by the Department shall be duly made.

(*c*) The admission, daily attendance, and withdrawal of the scholars shall be registered by, or under the supervision of, the principal teacher.

(*d*) Accounts of income and expenditure shall be kept by the managers, regularly audited, and submitted to the Department annually.

16. Schools and departments of schools aided under this Chapter shall be classed as Primary, Middle, or High, according to the highest standard of instruction (Schedule 1) taught in them.

Those teaching to a standard not above IV shall be classed as Primary ; those teach-

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Inspector the Letter of Recognition specified in Article 53, as a teacher for that section of the school in which he is to work.

*(*d*) That the studies are conducted in accordance with a time-table, of which a copy shall be submitted to (and approved by) the Department ; (such approval to apply to the subjects of study as well as to their arrangement). Any subsequent change in the time-table must be communicated to (and approved by) the department.

(*e*) That the scholars are satisfactorily taught in accordance with the provisions of Article 19.

NOTE (1).—Any aided school which shall be proved to have violated the condition laid down in (*a*) above shall receive no further aid from the Department.

NOTE (2).—Schools shall only be considered efficient when they satisfy the conditions laid down in (*b*), (*c*), (*d*), and (*e*) above.

NOTE (3).—Should an aided school cease to be efficient, the managers shall be warned of the fact, and the grounds on which it is considered to be inefficient fully stated. A reasonable time, to be determined by the Department, shall then be allowed for improvement, after the lapse of which, further Government aid will be withheld should the school be still inefficient.

15. Every school receiving a grant shall comply with the following requirements :—

(*a*) Any change in the constitution of the governing body, or any addition to or reduction in the school staff, shall be at once reported to the Department.

(*b*) All returns called for by the Department shall be duly made.

(*c*) The admission, daily attendance, and withdrawal of the scholars shall be registered by, or under the supervision of, the principal teacher.

(*d*) Accounts of income and expenditure shall be kept by the managers, regularly audited by a competent person not in any way connected with the school, and submitted to the Department annually.

NOTE.—The condition as to audit by an independent person need not be insisted on in the case of small schools, or schools in out-of-the-way places.

(*e*) The school shall be open to inspection throughout all its departments, in order that the Inspector may satisfy himself that the conditions specified in Article 14 are complied with.

16. Schools aided under this chapter shall be graded by the Department as Primary, Middle, or High, after inquiry by the Inspector as to :—

(*a*) the standard [primary, middle, or high as determined by the

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ing to a standard above IV and not above VII as Middle; those teaching to the final standard of the Schedule shall be classed as High Schools.

NOTE.—If from any cause the managers of a school desire to raise its grade, they must submit a fresh application under Article 7, otherwise the school will receive no grant for the classes added to change its grade.

17. The subjects of instruction in aided schools shall be as follows:—

(*a*) In the primary and middle departments, the elementary class, and special subjects of Schedule I.

(*b*) In the high department, the

*19. The word enclosed in brackets has been altered by the Government of India to "Local Government."

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requirements of the primary school, middle school, and high school examination respectively] up to which there is a real, and likely to be a permanent, demand for instruction in the school;

(*b*) the competence of the school staff to teach up to that standard, and its sufficiency for the number of classes in the school.

17. Scholars shall be arranged in sections or divisions as follows:—

In any school the scholars below Standard I shall form the Infant Section of that school. Scholars studying in Standards I to IV shall form the Primary Section. Scholars studying in Standards V to VII shall form the Middle Section. Scholars studying beyond Standard VII for the high school examination, or such other examinations as may be specially recognised for this purpose by the Local Government,* shall form the High Section. Except with the previous consent of the Inspector, no scholar shall be promoted or admitted to the middle section of a school unless he has passed the the primary school examination, nor to the high section unless he has passed the middle school examination.

*NOTE.—The following examinations have been recognised for this purpose by the Local Government:—

18. Schools graded as primary shall, ordinarily, only be entitled to teach scholars in the infant and primary sections. Schools graded as middle shall, ordinarily, only be entitled to teach scholars in the infant, primary, and middle sections. Schools graded as high shall be entitled to teach scholars in the infant, primary, middle and high sections.

In special circumstances, a primary or middle school may be permitted by the Inspector to teach one or more scholars belonging to a higher section than the grade of the school would otherwise warrant.

If the circumstances of a school change, it may be raised or lowered in grade.

*19. The subjects of instruction in aided schools shall be in accordance with either Course A or Course B of Schedule I, as may be determined by the (Department); but scholars in the high section may be prepared for any of the examinations specified in the note to Article 17, instead of the high school examination, and the course in the middle and primary sections may, if necessary, be modified by the provisions of Article 20.

The courses prescribed in Schedule I may be modified by the Local Government.

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subjects prescribed for the final examination of Schedule I.

18. In primary and middle schools and departments the following order of instruction must be observed :—

Elementary subjects (reading, writing, and arithmetic) must be taught to every scholar in a school.

Class subjects must be taught to every scholar in a class.

Special subjects may be taught to individual scholars.

NOTE.—All scholars reading the same standard in elementary subjects form one class.

(*Compare note to Article 18.*)

SECTION II.—*Grants to Day Schools.**

19. A school which has held not less than 400 full school meetings during the year may receive aid under this section.

If a school has held less than 400 full school meetings during the year, a proportionate reduction shall be made in the grants payable under this section, and in the number of attendances required under Article 23.

*This section applies to all day schools in which the standards prescribed in Schedule I are taught. For special rules for boarding establishments connected with day schools, see Articles 63, 39.

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20. Schools for the poor may, with the previous sanction of the Department, substitute a course of training in various kinds of useful practical work, such as those specified in Article 33 (*c*), for one or more of the subjects included in Schedule I, without reduction of grant.

21. In schools working up to the standards of examination prescribed in Schedule I-A., the Elementary subjects, reading, writing, and arithmetic, are compulsory. Among the Class subjects, needlework is compulsory for girls ; the rest are optional, but such of them as are selected to be taught in any class should generally be taught to all the scholars in that class. The Special subjects are all optional, and may be taught either to selected scholars, or to whole classes.

22. In schools working in accordance with the course prescribed in Schedule I-B, the compulsory subjects therein specified must be taught to every scholar, as one of the conditions necessary for the recognition of the school as "efficient," except in schools for the poor where a variation from the ordinary course of instruction has been sanctioned, as provided for in Article 20. Optional subjects are not allowed to be taught without the sanction of the Inspector, who will require to be satisfied, in the case of each such subject, that the teacher or teachers concerned are competent to teach it properly, and that its introduction into the curriculum of the school will not prejudicially affect the teaching of the Compulsory subjects. Optional subjects thus sanctioned may be taught either to selected scholars, or to whole classes.

23. Subject to the control of the Inspector, the principal teacher of a school shall ordinarily be at liberty to place a scholar in different standards for different subjects. It shall, however, be in the power of any Local Government to impose such restrictions upon the classification of scholars as it may think expedient.

NOTE.—In schools where the principal teacher is permitted to freely classify his scholars in the manner described in this article, every scholar's name shall appear in the attendance register of the lowest of those standards in which he may be placed for Reading, Arithmetic, and English Grammar and Analysis.

SECTION II.—*Calculation of Maintenance Grants.*

A.—Day Schools.

24. By a "full school meeting" is meant a period of two hours of secular instruction on the same day ; or, if two school meetings are held on the same day, neither of them being for a period of less than one hour of secular instruction, they shall be reckoned as two "full school meetings" if they include together not less than four hours of secular instruction. In no case may more than two school meetings be counted on the same day.

In the infant section of a school, a period of one hour and a half of secular instruction shall be considered as a full school meeting.

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NOTE (1).—The school year is reckoned as ending with the last day (inclusive) of the month preceding that fixed for the Inspector's annual visit (Article 8).

NOTE (2).—School meetings held before the school comes under the operation of the Code (Article 8) will not be counted for the purposes of this article.

20. By a "full school meeting" is meant a period of two hours of secular instruction on the same day—

(a) In infant schools and departments a period of one hour and a half of secular instruction shall be considered as a full school meeting.

(b) In no case can more than two school meetings be counted on the same day.

(c) Attendances may not be reckoned for any scholar under three years of age.

21. For every scholar in average daily attendance during the school year the following attendance grants may be claimed by the managers:—

For the first 25. Rs. 12 per scholar.

For the next 25. " 6 "

For children who are not presented for examination by standards, a uniform attendance grant shall be made at a rate not exceeding Rs. 12 for each child, provided the Inspector is satisfied with the arrangements for their instruction. Of this grant Rs. 3 will be withheld in the case of girls if satisfactory instruction is not given in needlework.

22. The managers may also claim the following sums calculated on the average daily attendance:—

(a) A sum, at the discretion of the Inspector, not exceeding Rs. 100 when the number does not exceed 25, and Rs. 3 for each additional scholar, for discipline, organization, apparatus, and method of instruction.

(b) Annas 8 (or Re. 1), if singing by ear (or from notes) is taught to the satisfaction of the Inspector.

(c) Annas 8, if systematic training in drill or gymnastics is given to boys above eight years of age without extra charge.

NOTE.—The Inspector will bear in mind, in reporting on the organization and discipline of a school, the results of any visit without notice (Article 9) made in the course of the year. To meet the requirements respecting discipline, the managers and teachers will be expected to satisfy the Inspector that all reasonable care is taken in the ordinary management of the school to bring up the children in habits of punctuality, of good manners and language, of cleanliness and neatness; and also to impress upon the children the importance of cheerful obedience to duty, of consideration and respect for others, and of honour and truthfulness in word and act.

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25. To be entitled to the full grants under this section, a school shall have held not less than 330 full school meetings during the year.

If a school has held less than 330 full school meetings during the year, a proportionate reduction shall be made in the grants payable under this section.

NOTE (1).—The school year shall ordinarily correspond with the calendar year; but if an annual examination on a fixed date be retained, the school year may be reckoned as ending with the last day (inclusive) of the month preceding that fixed for the Inspector's annual visit.

NOTE (2).—This article shall not be binding in the case where a full year has not elapsed since the school was placed under the Code (Article 9).

26. By the term "ordinary attendance" in the following articles shall be understood "the average attendance at 350 of the best attended school meetings during the year," unless the Local Government declares that it shall mean "the average daily attendance during the school year."

NOTE (1).—Attendances may not be reckoned either for non-Europeans, or for scholars under three years of age.

NOTE (2).—Scholars who are necessarily absent from a school meeting for attendance at any public examination, at class firing, or at battalion drill, may be credited with attendances at such school meeting.

(Articles 21 to 31 of the old Code are cancelled.)

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23. For scholars who are presented for examination by Standards I to VII of Schedule I, and who have attended 240 full school meetings during the year, the managers may claim the following instruction grants :—

(*a*) Each elementary subject—Rs. 4 for every scholar passing in that subject.

(*b*) Each class subject—Rs. 4 for every scholar passing in that subject, if 50 per cent. of the scholars examined in it satisfy the Inspector.

(*c*) Each special subject—Rs. 4 for every scholar passing in that subject.

(*d*) Object lessons—Rs. 2 for every scholar present on the day of examination in the classes to which such lessons are given to the satisfaction of the Inspector.

NOTE (1).—No child under six years of age shall be presented for examination by standards.

NOTE (2).—No scholar shall be examined in any subject unless the time-table has provided for continuous instruction in that subject throughout the year.

NOTE (3).—When a scholar has been transferred from one school to another in the course of the year, his attendance at the former school will be counted if shown in his scholar's register (Article 43). If a scholar is transferred from a school in a province where scholar's registers are not kept, his attendance at the former school will be counted if certified to by the principal teacher of that school.

NOTE (4).—The results of the examination of each scholar shall be communicated to the managers.

24. (*a*) No instruction grant may be claimed under Article 23 on account of any scholar who fails to pass in two elementary subjects.

(*b*) No grant may be claimed for class subjects under Article 23 (*b*) on account of any class in which the number of passes in elementary subjects falls below 40 per cent. of the whole number of scholars presented in those subjects. If the number of such passes falls below 60 per cent., the grant shall be reduced by one-half.

(*c*) No grant may be claimed for special subjects under Article 23 (*c*) on account of any class in which the number of passes in elementary subjects was below 60 per cent. of the whole number of scholars present in those subjects.

25. (*a*) Any scholar presented for examination must be presented under the same standard in all subjects.

(*b*) For any scholar who, having passed in all the elementary subjects of any standard in one year, passes in all the elementary subjects of the standard next but one above it in the following year, the managers may claim double the grants allowable under Article 23.

(*c*) If a scholar fails in any subject, he may in the following year be presented either by the same or by

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any higher standard; if presented again by the same standard, he is eligible for grants in those subjects only in which he has not previously earned a grant.

(*d*) If a scholar fails in two successive years in the same elementary subject, no grant shall be given on his account for class or special subjects.

NOTE.—This rule shall only apply when the child is eligible for grants in both years.

26. All the scholars on the rolls at the time of the Inspector's annual visit must be presented for examination; but those scholars who have not made the prescribed number of attendances shall not be considered in calculating the percentage of passes under Article 24. If any scholar is (without a reasonable excuse) withheld from examination in any subject, he shall be considered to have failed in that subject.

27. For any scholar in a high school, whose name has been on the rolls of that school not less than one full year, and who is presented for examination by the final standard of Schedule I, the managers may claim the following instruction grants:—

(1) Rupees 80 for every scholar passing in three compulsory subjects.

(2) Rupees 120 for every scholar passing in four compulsory subjects.

(3) Rupees 160 for every scholar passing in all the compulsory subjects.

(4) Rupees 25 for each pass in an optional subject.

No grant can be claimed for optional subjects on account of any scholar who fails to earn a grant in the compulsory subjects.

28. A scholar who does not pass in all the compulsory subjects may be again presented for examination in the following year. If he then passes, the managers may claim on his account the full grant payable under Article 27, less any amount that may have been earned by him in the preceding year.

29. Persons who are not eligible for grants under Article 27 may be admitted to the examination by the final standards of Schedule I. The examination shall be held at the times and places indicated in Chapter VI for the scholarship examination. The names of the successful candidates shall be arranged in two divisions. Those who obtain 60 per cent. of the marks in the compulsory subjects shall be placed in the first division, and those who obtain 40 per cent. in the second division.

30. If a school in which instruction is given beyond Standard VII adopts as a final standard any other than that of Schedule I, it shall be in the power of the Local Government to give a fixed monthly grant to the school on account of such instruction in addition to any grants earned under the preceding articles.

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(*See Article 103.*)

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31. During each year the school shall receive monthly a sum equal to one-twelfth of the total amount earned during the preceding year, as determined by the Inspector at the annual examination.

If a school is closed before the end of the school year, the grant will cease from the date on which the school is closed.

NOTE.—If a school has been open for less than twelve months (Article 19), the denominator of the fraction shall be the number of months during which the school has been under the Code.

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27. Maintenance grants may be of three kinds :—

(*a*) Ordinary grants.

(*b*) Free-scholar grants.

(*c*) Special grants.

28. The Ordinary and Free-scholar grants are annual grants for the year beginning on the 1st April; they are to be calculated, according to the scales given below, upon attendances made during the calendar year (January to December) last completed ; and are payable to the school in one sum on or after the 1st April, unless otherwise ordered by the Local Government.

Special grants to be of whatever amount, and payable at whatever time and in whatever manner, may appear to the Local Government to best meet the circumstances of each particular case.

29. The following are the scales for the calculation of Ordinary grants :—

A. For the Ordinary grant to the Infant Section in Day Schools.

Rupees 20 for each of the first ten scholars in ordinary attendance.

Rupees 15 for each of the second ten scholars in ordinary attendance.

Rupees 10 for each of the remaining scholars in ordinary attendance.

B. For the Ordinary grant to the Primary Section in Day Schools.

Rupees 25 for each of the first twenty scholars in ordinary attendance.

Rupees 20 for each of the second twenty scholars in ordinary attendance.

Rupees 15 for each of the remaining scholars in ordinary attendance.

C. For the Ordinary grant to the Middle Section in Day Schools.

Rupees 40 for each of the first twenty scholars in ordinary attendance.

Rupees 30 for each of the second twenty scholars in ordinary attendance.

Rupees 20 for each of the remaining scholars in ordinary attendance.

D. For the Ordinary grant to the High Section in Day Schools.

Rupees 120 for each of the first five scholars in ordinary attendance.

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	Rupees 90 for each of the second five scholars in ordinary attendance.
	Rupees 50 for each of the remaining scholars in ordinary attendance.
	30. The following are the scales for the calculation of Free-scholar grants :—
	Rupees 2 for each free day-scholar in average attendance.
	Rupees 8 for each free boarder in average attendance.
	NOTE.—The scales given in this and in the preceding article may be modified as thought necessary by the Local Government.
(*See Article 39.*)	31. In lieu of the grant for each free boarder specified in Article 30, a special grant may be made to orphanages and other schools in which free scholars are maintained, in aid of the boarding charges of scholars educated therein, provided that the amount of such grant does not exceed (*a*) one-half of the total cost of their maintenance, (*b*) the rate of Rs. 6 a month for each boarder.
(*See Article 38.*)	32. A special grant, to be fixed by the Department, may be made to boarding schools in aid of the boarding charges of children residing in places in the province where there is no school of a standard suited to their requirements, provided that the Magistrate of the district certifies, after inquiry, that the parents or guardians of such children are too poor to pay the full boarding charges. The amount of this grant shall not exceed Rs. 6 a month on account of each such boarder.
	NOTE.—No grant shall be made under this Article on accoun of scholars reading beyond Standard VII.
32. A special grant, to be determined by the Local Government, may, on the recommendation of the Inspector, be made (*a*) to schools in places where there is a small or poor European population ; (*b*) to schools newly established or newly brought under the Code ; (*c*) for any other reasons which the Local Government may consider sufficient.	33. Special grants, to be determined by the Local Government, may, on the recommendation of the Inspector, be made :—
NOTE.—This grant shall not be taken into account in making reductions under Section V.	(*a*) to schools in places where there is a small or poor European population ;
	(*b*) to schools newly established or newly brought under the Code ;
	(*c*) to schools for the education of the poor, to provide materials for and instruction in drill, gymnastics and athletics, drawing, object-lessons leading up to elementary physics, household duties in (girls' schools only), and in such other subjects, including short-hand and type-writing, modelling in clay, carpentry, and smith's work, as the Local Government may, for this purpose, approve, and for the apparatus required for instruction in these subjects ; provided that additional expenditure is incurred on account of such instruction, and that the ordinary grant is considered insufficient ;

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33. In substitution of the grants which may be earned under these rules, special fixed grants may be made with the sanction of Government to certain schools. Accordingly, schools whose permanent character is established, may be put by the Department on a special list, and such schools shall receive a fixed grant annually for a term of five years and payable at a fixed date each year. In the absence of agreement to the contrary, such schools must conform to the rules laid down in this Code, and the annual grant shall be conditional upon the Inspector certifying to the continued efficiency of the school. Any school on the special list may, with the consent of the Department, present all its scholars for examination at the close of the school year, and the results of the examination of each scholar shall be communicated to the managers. The results of this annual examination shall not, however, be taken into consideration by the Inspector when reporting upon the efficiency of the school.

SECTION III.—*Grants to Night Schools.*

34. Grants may be given to night schools for boys, provided that the scholars admitted to the school are certified by the managers to be beneficially and necessarily employed during the day.

35. The rules for grants to day schools (Section II) shall apply also to night schools, with the following changes :—

(*a*) By a "full school meeting" is meant a period of not less than one hour of secular instruction.

(*b*) The number of full school meetings in the year must be not less than 80, and to qualify for an instruction grant a scholar must attend not less than 50 full school meetings.

(*c*) The attendance grants shall ordinarily be at one-third of the rates prescribed in Article 21, but the

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(*d*) to orphanages and other schools in which free scholars are admitted, (1) by way of compensation for any reduction of their grants under the operation of Article 38; and (2) on account of fees for the admission of poor scholars to the examinations specified in Chapter VIII;

(*e*) to practising schools attached to training colleges, for the payment of their teachers;

(*f*) for any other reason which the Local Government may consider sufficient.

NOTE.—These grants shall not be taken into account in making reductions under Section III of this chapter.

34. In substitution of the grants which may be earned under these rules, grants, either determined by the results of examination, or fixed in amount for a term of years, may be given to schools which for any reason it is thought undesirable to bring under the preceding articles. The conditions under which these grants will be given shall be determined by the Local Government.

B.—Night Schools.

35. Grants may be given to night schools for boys, provided that the scholars admitted to the school are certified by the managers to be beneficially and necessarily employed during the day.

36. The grants are given under the following conditions :—

(*a*) By a "full school meeting" is meant a period of not less than one hour of secular instruction.

(*b*) The number of full school meetings in the year must be not less than 80.

(*c*) A night school may adopt any graduated course of studies suitable to its requirements subject to the previous approval of the Inspector.

37. Grants to night schools are calculated on the following scale :—

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Local Government may, for special reasons, fix other rates for particular schools or places.

(*d*) The number of class and special subjects to be taught in each school shall be determined by the Inspector. For the purpose of calculating the grants, all such subjects shall be treated as special subjects.

(*e*) Any scholar who has passed by Standard V may, with the sanction of the Inspector, substitute for the full course prescribed for day schools a special course consisting of Arithmetic and one or more of the following subjects :—

Mathematics, Elementary Science, Drawing } of Standards VI and VII.

Mathematics, Drawing, Elementary Physics, Ditto Chemistry } of the final Standard of Schedule I.

To such scholars the provisions of Article 25 (*a*) shall not apply.

(*f*) Any other subject sanctioned by the Department may be taken as a special subject, provided that a graduated course of teaching it is submitted to, and approved by, the Inspector.

SECTION IV.—*Grants to Boarding Schools.*

36. Grants may be given under this section to boarding establishments, in addition to the grants payable under Section II to the day schools with which they are connected.

37. A yearly grant, not exceeding Rs. 3, may on the report of the Inspector, be made for each boarder, according to the average number in residence during the year, if the organization, discipline, sanitation, and domestic arrangements are satisfactory.

NOTE.—The sleeping space allotted to each boarder must be declared by competent medical authority to be sufficient for the purposes of health. In administering this article the Department will endeavour to secure a provision, for each child under 12, of not less than 40 superficial feet and 400 cubic feet, and for each child above 12, of not less than 48 superficial feet and 480 cubic feet. When a boarding school is hereafter erected with the aid of a building grant (Chapter V), the internal space provided for each boarder must be in accordance with the measurements stated in this article.

38. A special grant, to be fixed by the Department, may be made to boarding schools in aid of the boarding charges of children residing in places where there is no school of a standard suited to their requirements, provided that the Magistrate of the district certifies, after enquiry, that the parents or

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Rupees 12 for each of the first twenty scholars in average attendance.

Rupees 8 for each of the remaining scholars in average attendance.

(*Articles 36 and 37 of the old Code are cancelled.*)

[*See note 3 to Article 14* (*b*).]

(*See Article 32.*)

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guardians of such children are too poor to pay the full boarding charges. The amount of this grant shall not exceed Rs. 5 a month on account of each such boarder.

NOTE.—No grant shall be made under this article on account of scholars reading beyond Sandard VII.

39. A special grant may be made to free schools and orphanages in aid of the boarding charges of scholars educated therein provided that the amount of such grant does not exceed (*a*) one half of the total cost of their maintenance, (*b*) the rate of Rs. 5 a month for each boarder.

SECTION V.—*Reduction of Grants.*

40. If the amount earned under Sections II and III exceeds the income of the school from all sources other than the grant, it shall be reduced by the amount of that excess.

NOTE.—In calculating the income of the school under this Article boarding fees shall not be included.

41. Any grant may be withheld or reduced if the conditions of Articles 14 and 15 are not observed, or if, on the Inspector's report, there appears to be any serious reason for so doing. In every such instance an enquiry, at which the manager shall be allowed full opportunity of explanation, shall be made by the Department, the result of which shall be communicated to the managers. If the defects are capable of immediate or early removal, the managers shall, on the first occasion, be allowed a reasonable time, to be fixed by the Department, to remedy them, and if they are remedied, the grant shall not be withheld or reduced.

42. If the income of any high school from all sources is large enough, in the opinion of the Department, to render the full grant, claimable under Section II, unnecessary for the efficient maintenance of the school, a reduction shall be made in its amount. The proportion of the full grant that may be claimed shall be fixed from time to time by the Department, and shall be notified beforehand to the managers.

SECTION VI.—*Registers.*

43. Every scholar in a school receiving grants must be provided with a "scholar's register"* (see Schedule IV), showing his age, attendance, and proficiency at every stage of his school course. This register

* Scholar's registers, as well as transfer certificates (Article 15), can be obtained at the Catholic Orphan Press, 4, Portuguese Church Street, Calcutta.

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(*See Article 31.*)

SECTION III.—*Reduction of Grants.*

38. If the amount earned under Section II of this chapter exceeds the income of the school from all sources other than Government grants, it shall be reduced by the amount of that excess.

NOTE 1.—In calculating the income of the school under this Article boarding fees shall not be included.

NOTE 2.—In the accounts of any school in which members of a Religious Order are employed as teachers and receive no fixed salaries, the managers shall be entitled, for the purpose of this Article, to add on each side of the account, but below the balanced statement of actual income and expenditure, an amount equivalent to the difference between the salaries of such teachers actually paid and their salaries calculated at the current market rate; these amounts to be styled respectively "contributions not actually received," and "salaries not actually paid." The final decision as to the current market rate of such salaries shall rest with the Department.

39. Any grant may be withheld or reduced if the conditions of Articles 14 and 15 are not observed, or if, on the Inspector's report, there appears to be any sufficient reason for so doing. A copy of the Inspector's report shall, in such case, be communicated to the managers, who shall have an opportunity of making to the Department any representation that they may think fit on such report.

40. If the income of any school from all sources, is large enough, in the opinion of the Department, to render the full grant claimable under Section II of this chapter unnecessary for the efficient maintenance of the school, a reduction shall be made in its amount.

CHAPTER III.

REGISTERS.

(*Cancelled.*)

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must be deposited with the principal teacher on admission to the school, and must be shown to the Inspector when required. When a scholar leaves school, the principal teacher must enter in his scholar's register the number of attendances made up to the date of leaving, and must, when application is made for it, deliver up the scholar's register to the principal teacher of any other school into which the scholar may be admitted.	
44. In every school receiving grants the managers must provide out of the school funds— (*a*) the Code for the year ; (*b*) registers of admission and attendance; (*c*) a log-book, stoutly bound ; (*d*) a portfolio to contain official letters.	41. In every school receiving grants, the managers must provide out of the school funds :— (*a*) the latest edition of the Code: (*b*) an admission register ; (*c*) attendance registers ; (*d*) a log-book, stoutly bound ; (*e*) a portfolio to contain official letters and documents.
45. The principal teacher must from time to time make an entry in the log-book, showing the visits of managers, the progress of the various classes, and other facts concerning the school or its teachers, such as commencements of duty, caution, illness, etc., which are likely to be required for future reference. The remarks of the Inspector, after his annual visit, when communicated to the managers, must be copied *verbatim* into the log-book. Every entry in the log-book must refer to facts ; general expressions of opinion are to be excluded. No entry once made in the log-book may be removed, nor may it be altered otherwise than by a subsequent entry.	42. The principal teacher must from time to time make entries in the log-book, showing the visits of managers, the progress of the various classes, and other facts concerning the school or its teachers, such as commencements of duty, cautions, illnesses, etc., which are likely to be required for future reference. Such communications from the Inspector as he may direct to be inserted in the log-book must be copied *verbatim* therein. The only persons authorised to make entries in the log-book are the principal teacher and the Inspector. The log-book shall be kept in the custody of the principal teacher, but shall be open at all times to the inspection of the managers. No entry once made in the log-book may be removed, nor may it be altered otherwise than by a subsequent entry. NOTE.—A visitor's book may be kept for the remarks of other persons visiting the school.
46. At the commencement of each school year the name of every teacher and pupil-teacher who is to form part of the school staff for the year must be entered in the log-book and signed by the correspondent. Any subsequent change in the staff must be recorded in the log-book.	43. At the commencement of each school year the name of every teacher and pupil-teacher who is to form part of the school staff for the year, and the distribution of the work among them, shall be entered in the log-book and signed by the principal teacher. Any subsequent change in the staff or in the distribution of the work shall be recorded in the log-book.
47. The Inspector will examine the log-book and portfolio at every visit. At every visit paid without notice, he will make an entry in the log-book of such particulars as require the attention of the managers.	44. The Inspector is authorised to examine the log-book and portfolio at any time.
	CHAPTER IV. TRANSFER RULES. 45. No school shall admit a scholar from another school without a transfer certificate signed by the principal teacher of the school in which the scholar has last been reading. Application for the certificate shall be made by the parent or guardian of the scholar, and it must be issued or refused without any

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avoidable delay. The only ground on which it may be refused is non-payment of fees. If the certificate is refused, the grounds of refusal shall be stated in writing. A duplicate certificate may be demanded, and shall be issued on payment of a fee of one rupee.

46. If a scholar has been expelled from a school for gross misconduct, the transfer certificate shall bear the words "Expelled for misconduct."

47. A principal teacher may provisionally admit a scholar into the school under his charge when the cetificate has been refused, if he considers the grounds of refusal to be insufficient, on condition that he at once informs the Inspector of the circumstances; and the Inspector's decision shall be final.

48. The certificate shall be in the following form:—

See Bengal provincial notes, Article 15 (d).]

"Certified that____________
was in____________
School,______, to ______,
on which date______left with a ______
character. All sums due* to the school on____
account have been (*a*)__________.
____was reading in the_____Standard, and
has been (*b*)________promotion to the
_____Standard. The date of_____birth,
according to the Admission Register, is_____.

Principal Teacher.

*Dated*__________.

*Note.—Sums due to the school shall include all payments for which provision is made in the rules of the school, provided such rules have been communicated to the parents or guardians of the scholars.

The following explanatory notes will not appear on the certificate:—

(*a*) *Paid in full*, or *Remitted*, or *Satisfactorily arranged for*.

(*b*) *Promised* or, *Refused*. (This, and the next blank space, to be filled up only if the transfer certificate is given at the end of the school year.)

49. No child admitted to a school under the foregoing certificate shall be placed in any class higher than that for which the certificate shows him to be qualified, except with the previous sanction of the Inspector.

50. All transfer certificates received by a school must be filed and submitted to the Inspector at his visits. Each certificate shall bear a serial number, which shall be entered against the scholar's name in the Admission Register.

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CHAPTER III.

TEACHERS.

SECTION I.—*Preliminary.*

48. The recognised classes of teachers in day schools are (1) pupil-teachers; (2) assistant teachers; (3) certificated teachers; (4) special teachers.

49. When vacancies occur in the office of teacher in the course of a school year, persons who do not fulfil the conditions laid down in this chapter may be temporarily employed in place of the teachers causing the vacancies.

*57. The following words have been added by the Government of India after the word "displayed":—"but before doing so shall allow the teacher an opportunity of explanation."

SECTION II.—*Pupil-teachers.*

50. Pupil-teachers are boys or girls employed to serve in a day school on the following conditions:—

(*a*) That the school, in the opinion of the Department, is suited for the purpose.

(*b*) That the pupil-teachers—

(1) are not less than 14 years of age at the date of their engagement;

(2) have passed Standard VI in all the elementary subjects in English, and in two other class subjects, of which, in the case of boys, one must be mathematics, and in the case of girls, one must be needle-work;

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CHAPTER V.

TEACHERS.

SECTION I.—*Preliminary.*

51. Teachers in aided schools must be either Recognised Teachers, or Pupil-teachers. Recognised Teachers may or may not hold the Proficiency Certificate.

52. When vacancies occur in the office of teacher, persons who do not fulfil the conditions laid down in this chapter may, with the consent of the Inspector, be temporarily employed in place of the teachers causing the vacancies.

SECTION II.—*Recognised Teachers.*

53. Recognised Teachers are teachers who have received from the Inspector an official letter, in the form prescribed in Schedule III, recognising them as teachers in a certain capacity.

54. Any person engaged as a teacher in an aided school at the time when this revised edition of the Code was published, and who had at that time received official recognition as a teacher in some particular capacity, will continue to be recognised as a teacher in that capacity.

55. No teacher shall be permanently employed in any higher section of a school than that for which he has received official recognition.

56. Persons without experience in teaching may, with the consent of the Inspector, be temporarily employed, until an opportunity has been afforded for judging of their fitness for official recognition.

*57. The Department will cease to recognise any person as a teacher in any particular capacity if, while acting in that capacity, distinct incompetence is displayed.

SECTION III.—*Pupil-teachers.*

58. Pupil-teachers are boys or girls recognised by the Department as having been engaged by the managers of an aided school for the purpose of teaching, and of being taught and trained, in accordance with the regulations given in this section.

59. Before recognising boys and girls as pupil-teachers, the Department will require to be satisfied on the following points:—

(*a*) That the school in which it is proposed to engage them is suited for the purpose; and that proper arrangements can and will be made for their efficient instruction in their own studies, for the thorough supervision of their work while teaching, and for their training in the art of teaching.

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(3) produce certificates of health, physical fitness, character, and conduct.

(c) That the managers enter into an agreement in the terms of the memorandum prescribed in Schedule V.

NOTE.—The Inspector will test the aptitude of the candidates for pupil-teacherships, and will pay special attention to distinctness of utterance.

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(b) That the boys and girls who are proposed for pupil-teacherships :—

(1) are not less than 15 years of age at time of their engagement;

(2) have passed the middle school examination in the first or the second class, and further satisfy the Inspector of their proficiency in reading, hand-writing, and dictation, and in the case of girls, in needle-work also;

(3) produce a satisfactory certificate of health and physical fitness for the work from a Civil Surgeon or other approved medical practitioner, and one of good character and conduct from some responsible person.

(c) That the managers enter into an agreement in the terms of the memorandum given in Schedule II.

NOTE (1).—The engagement of a pupil-teacher shall begin on the 1st of January. If on that date it is not yet known whether a candidate for a pupil-teachership has passed the middle school examination, he may be admitted provisionally as a pupil-teacher.

NOTE (2).—It shall be in the power of the Local Government to alter the conditions as to age and preliminary qualifications specified in clauses (b) (1) and (2) of this article.

1889-90:

51. If all the foregoing conditions have been satisfied, and if the pupil-teacher is approved by the Department, the engagement is complete. The Department is not a party to the engagement, but confines itself to requiring that the pupil-teacher shall be presented to the Inspector year by year for examination by the prescribed standards (Schedule II).

52. Every pupil-teacher shall be required to undergo a course of three years' instruction, and to pass the examinations specified in Schedule II. During this period he shall teach daily in the school classes for not less than two, and not more than four hours, and shall receive one hour's instruction daily from a duly qualified teacher.

1895:

60. The Department is not a party to the engagement; but confines itself to requiring, as a condition of continued recognition, that the pupil-teacher shall teach, be taught, produce the prescribed certificates, and be presented for examination, in accordance with the terms of Articles 61 and 62.

61. Every pupil-teacher shall :—

(a) be engaged for three years;

(b) teach a class daily (except on holidays) for not less than two, and not more than four hours, under competent guidance and supervision;

(c) give a specially prepared lesson once a week before the principal teacher (or some other competent teacher), who shall criticise the lesson. The pupil-teacher's notes and the principal teacher's remarks on the lesson to be preserved for the Inspector's perusal, in books specially kept for the purpose;

(d) study for at least two hours daily (except on holidays) under the personal supervision and guidance of a duly qualified teacher.

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53. For each pupil-teacher passing with credit in the subjects specified in Schedule II, the managers of the school shall receive the following sums :—

		Rs.
For the art of teaching—	In the first year ...	50
	In the second year ...	75
	In the third year ...	100
For the remaining compulsory subjects		70
For each optional subject		20

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62. In order that a year's service may be approved by the department, every pupil-teacher will be required :—

(*a*) to produce, before beginning the work of the year, a satisfactory certificate of health and physical fitness for the work from a Civil Surgeon or other approved medical practitioner, and also one of good character and conduct. The latter certificate must, in the case of pupil-teachers who have already worked as such for one or more years, be signed both by the principal teacher of the school in which they have served and by the correspondent on behalf of the managers;

(*b*) to teach throughout the year to the satisfaction of the Inspector;

(*c*) to give, to the Inspector's satisfaction, a lesson selected by him out of three previously prepared by the pupil-teacher. The lesson to be given near the close of the year, but before the date fixed for the high school examination.

The foregoing conditions having been satisfied—

(*d*) to pass in the following subjects at the high school examination :—

(1) at the close of the first year—in Airthmetic, History, and Geography;

(2) at the close of the second year—in English, Algebra, and Euclid;

(3) at the close of the third year—in a second language, and in School Management and the Art of Teaching.

NOTE.—In cases in which the Local Government exercises the power given under Note (2) of Article 59, it may also modify the standards of examination above prescribed.

63. Any pupil-teacher who fails to produce a satisfactory certificate of health and physical fitness, and also of good character and conduct, as required in Article 62 (*a*), shall not continue to be recognised as a pupil-teacher.

(*See Article 65.*)

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Half the amounts earned under this Article shall be paid by the managers to the pupil-teacher, in addition to any salary specified in the memorandum of agreement.

54. The amounts stated in the preceding Article are maximum grants, to be given only if the results of the examination are thoroughly satisfactory, and they may be reduced, on the report of the Inspector, by an amount not exceeding one-third.

55. No grant shall be paid on account of a pupil-teacher who fails to pass in the compulsory subjects of Schedule II. He will be re-examined by the same standard in the following year.

56. If a pupil-teacher fails twice during his course in the compulsory subjects, he shall cease to be recognised as a pupil-teacher.

(*See Articles 53, 54 and 55.*)

57. The number of pupil-teachers to be employed in any school shall not exceed one for every 35 scholars in average daily attendance, nor shall it exceed three for the principal teacher, and one for each qualified assistant teacher.

58. At the close of their engagement, pupil-teachers are perfectly free in the choice of employment. If they wish to continue in the work of education, they may, under the conditions of Article 64, become teachers in primary or middle schools or departments, or may be admitted into training colleges (Chapter IV).

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(*See Article 65.*)

64. Any pupil-teacher who fails to satisfy the conditions required in Article 62 (*b*), (*c*), or (*d*), will, on the first occasion of such failure, be permitted to continue working as a pupil-teacher, but will in the following year take up the same studies, and be presented for examination in the same subjects, as in the year in which the failure occurred, that year not being reckoned as part of the three years' engagement. Any pupil-teacher who fails to satisfy the conditions required in Article 62 (*b*), (*c*), or (*d*) a second time in the same stage, will cease to be recognised as a pupil-teacher.

65. For each pupil-teacher who satisfies the whole of the conditions required in Article 61 and in Article 62 (*a*), (*b*), and (*c*), the managers of the school shall receive a grant as follows:—

	Rs.
At the end of the first year's course...	50
At the end of the second year's course,	75
At the end of the third year's course...	100

If the conditions specified in Article 62 (*d*) be also satisfied, an equal amount shall be paid to the pupil-teacher.

The grants payable to managers on account of pupil-teachers shall be paid, even if the latter fail to pass the examination specified in Article 62 (*d*).

66. The number of pupil-teachers to be employed in any school shall not, except with the special permission of the Department, exceed one for every 35 scholars in average daily attendance; nor shall it exceed three for the principal teacher, and one for each qualified assistant teacher.

67. A pupil-teacher is perfectly free in the choice of employment after the completion of his apprenticeship. If he wishes to remain a teacher he will receive recognition either as the principal teacher of a primary school, or as an assistant teacher in the middle or the primary section of a school.

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SECTION III.—*Assistant Teachers.*

59. Persons who, not having qualified for certificates under Section IV, have passed the examination for middle scholarships, or an examination of equal difficulty, may be recognised as assistant teachers.

60. Assistant teachers under this section may be employed only in primary schools or departments.

SECTION IV.—*Certificated Teachers.*

61 Certificates are of three grades, and may be either permanent or provisional. A provisional certificate consists of an entry of the teacher's name in a register kept by the Department.

(*a*) A first-grade certificate qualifies the holder to be the principal teacher in a high school.

(*b*) A second-grade certificate qualifies the holder to be the principal teacher in a middle school, or an assistant teacher in a high school.

(*c*) A third-grade certificate qualifies the holder to be the principal teacher in a primary school, or an assistant teacher in a middle school or department.

A provisional third-grade certificate qualifies the holder to be the principal teacher of a primary school, only if (*a*) he has completed his engagement as a pupil-teacher, or (*b*) has passed with credit the first year's examination at a training college, or (*c*) has served with credit for two years as an assistant teacher.

62. Teachers at any stage shall be entitled to receive certificates from the Department, provided they satisfy the Department that they have received a training, or passed examinations equivalent to those required under the following articles.

NOTE.—Teachers who are members of religious orders are exempted from the necessity of being certificated under the rules of this Code.

63. A certificate may at any time be suspended, reduced, or cancelled, but in every case the Department shall give the teacher an opportunity of explanation. A provisional certificate of any grade will be cancelled or reduced if three successive reports from the Inspector are unsatisfactory.

64. A pupil-teacher who has passed the final examination specified in Schedule II shall receive a provisional third-grade certificate. After not less than one year's service with credit, this certificate shall be made permanent.

NOTE.—"A year's service with credit" in this and the following articles implies one year's service as a Teacher with a favourable report from the Inspector at the end of the year.

(*Articles 59 to 73 of the old Code are cancelled.*)

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65. Any one who, without having served an engagement as a pupil-teacher, has completed his seventeenth year, and has passed the matriculation examination of a recognised University or passed in four compulsory subjects, failing only in the second language at the final examination for High Schools in Schedule I, may receive a provisional third-grade certificate. This certificate shall be made permanent, in the first case after three years' service with credit, and in the second case after two years' service with credit.

66. Any holder of a permanent third-grade certificate who has served with credit for one year under the certificate, and who has passed the High School examination in the first division, shall, on passing in the additional subject—school method—be entitled to a provisional second-grade certificate. After two years' further service with credit, this provisional certificate shall be made permanent.

67. Any one who has completed his eighteenth year and passed the First Arts examination may receive a provisional third-grade certificate. After two years' service with credit, this provisional certificate shall be made permanent.

68. Any holder of a permanent third-grade certificate who has served with credit for two years under that certificate, and has also passed the First Arts examination, shall be entitled to a provisional second-grade certificate. After two years' further service with credit this provisional certificate shall be made permanent.

69. Any graduate who has completed his twenty-second year may receive a provisional second-grade certificate. After two years' service with credit, this certificate shall be made permanent.

70. Any holder of a permanent second-grade certificate, who has served for at least two years with credit under that certificate, and who is also a graduate, may receive a provisional first-grade certificate. After two years' service with credit, this certificate shall be made permanent.

71. It shall be open to the Department in exceptional cases to grant a provisional certificate of the first-grade to any graduate who has completed his twenty-fifth year. After two years' service with credit, this certificate shall be made permanent.

NOTE.—A degree conferred without examination does not qualify the holder for a certificate under Articles 68—70.

72. It shall be open to the Department in exceptional cases to grant certificates to persons not entitled to such certificates under any of the foregoing rules.

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SECTION V.—*Special Teachers.*

73. Special teachers are persons who are employed to teach particular subjects, and who are not entitled to certificates under Section IV. The sanction of the Department must be obtained before a special teacher is appointed.

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SECTION IV.—*Proficiency Certificates.*

68. A certificate of skill and ability as a teacher (hereinafter styled "Proficiency Certificate") will be issued by the Department, in the form prescribed in Schedule IV, to any recognised teacher who, having passed either the middle school examination, or any other examination which, in the opinion of the Department, is not inferior to it in point of difficulty, shall further:—

(*a*) have taught a class (or classes) for two years to the satisfaction of the Inspector;

NOTE.—Neither the class-teaching of a training college student nor that of a pupil-teacher can be accepted for the purpose of this test, as such teaching is done under constant guidance and supervision.

(*b*) have given before the Inspector, and to his satisfaction, two lessons selected by him from a list of five previously prepared by the candidate ;

(*c*) have gained 50 per cent. of the possible marks in the paper on "School Management and the Art of Teaching" at the high school examination.

NOTE.—The possession of this certificate does not entitle the holder to teach in any higher section than that specified in his Letter of Recognition.

The Chapter on Training Colleges is omitted, as it will be the subject of a supplementary report afterwards.

CHAPTER V.

BUILDING GRANTS.

91. Grants may be given under this chapter to managers of schools in aid—

(*a*) of erecting, enlarging, or furnishing school buildings;

(*b*) of executing extensive repairs ;

(*c*) in special cases, of paying off debts incurred in erecting or enlarging school buildings.

NOTE.—Expenditure in the purchase of buildings may be treated as expenditure on the erection of buildings.

92. Except in the case provided for in Article 91 (*c*), no grant shall be made in consideration of former expenditure on school buildings.

CHAPTER VII.

BUILDING GRANTS.

83. Grants may be given under this chapter to managers of schools, other than those excluded under Article 7, in aid:—

(*a*) of erecting, enlarging, or furnishing school buildings ;

(*b*) of executing extensive repairs ;

(*c*) in special cases, of paying off debts incurred in erecting or enlarging school buildings ;

NOTE.—Expenditure in the purchase of buildings may be treated as expenditure on the erection of buildings.

(*d*) of acquiring land for school purposes.

84. Except in the case provided for in Article 83 (*c*), no grant shall be made in consideration of former expenditure on school buildings.

85. The sum to be allotted annually for building grants to schools will be fixed

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	provisionally for a term of years. The amount will be notified by the Local Government to the Department. It will not in ordinary circumstances be reduced, though it may be increased, for any year during that term.
(See Article 101.) *(See Article 96.)*	86. Every application for a grant must be submitted to the Department not later than the 31st December, if the grant is to be admissible for sanction during the following financial year. It must contain a certificate from the managers that the funds at their disposal will, when added to the grant applied for, be sufficient to meet the full cost of the work. If the application is in accordance with the rules, and is found to be in other respects deserving of support, it will be included in the list of "approved applications." If not so included, the reasons shall be notified to the managers.
	87. After consideration of all the "approved applications," the Department will submit to the Local Government, by the 31st March following, its recommendations for the distribution of the allotment among the applicant schools.
	88. When a grant is sanctioned, the managers shall be informed whether it will be payable in full from the allotment for the year, or if not, in what years and by what instalments.
	89. In the case of an application for a repair grant under Article 83 (*b*), the managers will be required to show that the necessity for such a grant has not arisen from the neglect of current repairs in previous years.
93. Grants under this chapter shall not ordinarily exceed one-half of the total cost. In places where there is a small or poor European population, the maximum grant shall not exceed two-thirds of the total cost.	90. Grants under this chapter shall not ordinarily exceed one-half of the total cost. In places where there is a small or poor European population, the maximum grant shall not exceed two-thirds of the total cost.
94. Before a grant is sanctioned for the erection of school buildings, the Department must be satisfied—	91. Before a grant is sanctioned under the preceding articles, the Department must be satisfied :—
(*a*) that the European population of the locality is sufficiently large to render the existence of the school necessary, and to give a reasonable probability of its permanence ;	(*a*) that the European population of the locality is sufficiently large to render the existence of the school necessary, and to give a reasonable probability of its permanence ;
(*b*) that the school is suited to the requirements of the locality ;	(*b*) that the school is suited to the requirements of the locality ;
(*c*) that the school is likely to be maintained in efficiency ;	(*c*) that the school is likely to be maintained in efficiency ;
(*d*) that the school will be open to inspection ;	(*d*) that the school will be open to inspection ;
(*e*) that the site, plans, estimates, and specifications are suited to the school, and the title and trust deeds in due form.	NOTE—In the case of a school not receiving a maintenance grant, the inspection shall be limited to ascertaining that the buildings are maintained in good repair, that the sanitary arrangements are satisfactory, and that the school is properly conducted.

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95. The trust-deed must declare the building to be granted in trust for school purposes only. It must also provide for the legal ownership of the premises, for the proper maintenance of the building, and for the inspection and management of the school.

(*See the note to Article 101.*)

NOTE.—This article does not preclude the managers from using the building for other purposes when not required for the purposes of the school.

(*See Article 99.*)

96. No grant is finally sanctioned until a certificate is received from the managers, setting forth that the funds in their hands will, when added to the grant, be sufficient to meet all claims and to close the account.

97. Advances may be made from time to time out of the sanctioned grant on receipt of a report from the Public Works Department that the work is proceeding satisfactorily.

98. The grant is not paid in full until—

(*a*) a report is received from the Public Works Department certifying that the building has been satisfactorily completed; but exceptions may be made to this rule by the Local Government;

(*b*) the trust-deed is duly registered and a copy lodged with the Department.

99. If any building, towards the erection, purchase, or repair of which a grant has been made by the Government, is subsequently diverted to other than educational purposes, the Government shall have a prior lien upon the building for the recovery of the grant, and a provision to this effect shall invariably be made in the trust-deed or in some other binding document.

100. The trustees must undertake to refund the amount of any grant made for furniture if the school ceases to exist within three years from the date of payment.

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(*e*) that the site, plans, estimates, and specifications are suited to the school, and the title to the property is clear.

92. In making an application for a building grant, the managers shall undertake to execute a trust-deed in the standard form given in the appendix to the Code, or such other form as may be sanctioned by the Local Government.

93. The trust-deed must provide for the legal ownership of the premises, for the proper maintenance of the building, and for the inspection and management of the school, and must declare the building or the land, on account of which a grant is to be made, to be held in trust for school purposes only.

NOTE (1).—The execution of trust-deeds need only be insisted upon in the case of the erection or purchase of buildings, or in other cases, where the Local Government considers such a document necessary.

NOTE (2).—This article does not preclude the managers from using the building for other purposes when not required for the purposes of the school.

94. If any building, towards the erection, purchase, or repair of which a grant has been made by the Government, is subsequently diverted to other than educational purposes, the Government shall have a prior lien upon the building for the recovery of the grant, and a provision to this effect shall be made in the trust-deed.

(*See Article 86.*)

95. Advances may be made from time to time out of the sanctioned grant on receipt of a report from the Public Works Department that the work is proceeding satisfactorily.

96. The grant is not paid in full until—

(*a*) a report is received from the Public Works Department certifying that the building has been satisfactorily completed; but exceptions may be made to this rule by the Local Government;

(*b*) the trust-deed is duly executed, registered, and forwarded by the managers to the Department for safe custody.

(*See Article 94.*)

97. The managers must undertake to refund the amount of any grant made for furniture if the school ceases to exist within three years from the date of payment.

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101. All applications for grants must be submitted to the Department not later than the 1st of October in any year if the grant is to be provided for in the budget estimates of the following financial year.

NOTE.—The execution of trust-deeds need only be insisted upon in the case of the erection or purchase of buildings; or in other cases, where the Local Government considers such a document necessary.

(See Article 108.)

[See Article 107 (a).]

(See Article 105.)

(See Article 106.)

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(See Article 86.)

[See Article 93, Note (1).]

NOTE.—The provisions of this chapter shall apply to training colleges, and to hostels attached to them.

CHAPTER VIII.

PRIMARY, MIDDLE, AND HIGH SCHOOL EXAMINATIONS.

98. The primary, middle, and high school examinations are held for the purpose of enabling the progress of scholars to be thoroughly tested at certain definite stages of their school career, namely, on completing the course of instruction for primary standards, for middle standards, and for high school classes, respectively. In the primary school examination, questions will, in each subject, be set upon the work done in that subject in all standards up to and including Standard IV. In the middle school examination, the questions will be upon the work of all standards up to and including Standard VII. The scope of the high school examination is clearly defined, for Schedule I-A in that schedule, and for Schedule I-B in Article 104.

NOTE.—Under the terms of Article 17, passing the primary and the middle school examinations is the condition upon which promotions may ordinarily be made from the corresponding sections to those above.

99. These examinations shall be held annually, near the close of the calendar year, upon such dates and at such centres as may be appointed by the Department.

NOTE.—Certificates shall be given to all who pass these examinations.

100. A fee shall be charged for admission to the examinations, the amount of which shall be determined by the Department.

NOTE.—Provision is made in Article 33 (*d*) for the award of special grants for the payment of such fees in the case of poor scholars.

101. In provinces where the schools work up to the standards of examination prescribed in Schedule I-A, the examinations shall comprise the following subjects :—

A.—PRIMARY SCHOOL EXAMINATION.

(For scholars who have done the work of Standards I to IV prescribed in Schedule I-A.)

English	Language and Grammar	150	200
	Dictation	50	
Arithmetic	... ...		175
Geography	... ...		125
	TOTAL ...		500

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B.—MIDDLE SCHOOL EXAMINATION.

(For scholars who have done the work of Standards V to VII prescribed in Schedule I-A.)

(*See Article 106.*)

English	... 275
Second Language ...	... 150
History and Geography	... 175
Arithmetic ...	... 175
Geometry and Algebra, or (for girls only) Domestic Economy	... 150
Elementary Science ...	... 75
Total	... 1,000

C.—HIGH SCHOOL EXAMINATION.

(As prescribed in Schedule I-A.)

[*See Article 107* (*b*).]

102. To pass the Primary school and Middle school examinations, candidates must gain 25 per cent. of the possible marks in English and Arithmetic, and 30 per cent. of the possible aggregate.

To pass the High school examination, candidates must gain 33 per cent. of the possible marks in each of the compulsory subjects, and 40 per cent. of the possible aggregate.

* 103. The words enclosed in brackets have been expunged by the Government of India.

[*See Article 107* (*c*).]

* 103. The names of those who pass the Primary school and Middle school examinations shall be arranged in three classes in order of merit (and gazetted). Those who gain 60 per cent. of the possible aggregate shall be placed in the first class; those who gain 45 per cent., but less than 60 per cent., in the second class; those who gain 30 per cent., but less than 45 per cent., in the third class.

(*See Article 29.*)

The names of those who pass the High school examination shall be arranged in two classes in order of merit, and gazetted. Those who gain 60 per cent. of the possible marks in compulsory subjects shall be placed in the first class; those who gain 40 per cent., but less than 60 per cent., in the second class.

104. In provinces where the schools work in accordance with the course laid down in Schedule I-B, the examinations shall comprise the following subjects :—

A.—PRIMARY SCHOOL EXAMINATION.

(For scholars who have done the work of Standards I to IV prescribed in Schedule I-B.)

COMPULSORY SUBJECTS.

Subject.	Course.	Full marks.	Notes.
1. Analysis and Grammar.	The course prescribed for Standard IV.	80	
2. Dictation ...	About 12 lines of printed matter moderately difficult for Standard IV.	50	30 marks for spelling. 20 marks for handwriting.

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COMPULSORY SUBJECTS,—*contd.*

Subjects.	Course.	Full marks.	Notes.
3. Composition and Explanation of passages.	Exercises in composition, such as writing out the substance of a story read out by the Superintendent of the Examination, the description of some familiar place or object, an account of some well-known event, a letter on a given subject, etc. The explanation of words and phrases from a prescribed text-book, and paraphrasing from the same.	100	50 marks for composition. 50 marks for explanation and paraphrasing.
4. Arithmetic.	The course prescribed for Standard IV.	200	

OPTIONAL SUBJECTS.

1. Geography.	The course prescribed for Standards III and IV.	100	
2. Latin or French.	The course prescribed for Standard IV. A full vocabulary to be given in the question paper.	70	

Candidates may take up one or both of the optional subjects. In order to pass the examination, 30 per cent. of the possible marks must be gained in each of the four papers in the compulsory subjects; and 30 per cent. of the possible marks in compulsory and optional subjects taken together must be gained in the aggregate. Marks for an optional subject will not be counted, if they fall below 30 per cent. of the possible marks in that subject.

In every paper, 10 per cent. of the possible marks may be deducted for want of neatness.

B.—MIDDLE SCHOOL EXAMINATION.

(For scholars who have done the work of Standards V to VII prescribed in Schedule I-B.)

COMPULSORY SUBJECTS.

Subject.	Course.	Full marks.
1. English—(*a*) Analysis and Grammar.	The course prescribed for Standard VII.	50
(*b*) Certain prescribed Text-Books.	Explanation and paraphrasing of passages.	100
(*c*) Composition.	Letter. Essay. Paraphrasing of unseen passages. Explanation of idiomatic phrases of common occurrence. Correction of "Indian-English."	150
2. Arithmetic ...	The course prescribed for Standard VII.	200

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OPTIONAL SUBJECTS.

Subject.	Course.	Full marks.
1. Latin or French.	(*a*) The prescribed Text-Book and questions arising therefrom. (*b*) Unseen passages.	100
	(*c*) Grammar. (*d*) Composition.	100
2. Geography ...	The course prescribed for Standard VII.	100
3. History ...	The course prescribed for Standard VII.	100
4. Algebra ...	The course prescribed for Standard VII.	100
5. Euclid ...	The course prescribed for Standard VII.	100
6. Science.	One of the courses prescribed for Standard VII.	100
7. Domestic Economy (for girls only).	The course prescribed for Standard VII.	100

Candidates may take any number of optional subjects up to five; but if five are taken, one of these must be a second language. In order to pass the examination 30 per cent. of the possible marks must be gained in each division of the subject English, and in Arithmetic; and 30 per cent. of the possible marks in the compulsory and optional subjects taken together (*i. e.*, 30 per cent. of 1,100 marks) must be gained in the aggregate. Marks for an optional subject will not be counted, if they fall below 30 per cent. of the possible marks in that subject.

In every paper, 10 per cent. of the possible marks may be deducted for want of neatness.

C.—HIGH SCHOOL EXAMINATION.

COMPULSORY SUBJECTS.

Subject.	Course.	Full marks.
1. English ...	(*a*) Grammar	50
	(*b*) Composition ...	100
	(*c*) Text-Books in prose and poetry. Prescribed each year.	150
2. Arithmetic ...	The whole	200

OPTIONAL SUBJECTS.

1. Second Language Latin, or	(*a*) Text-Book, with questions on accidence, syntax, and allusions... 100 (*b*) Translation of sentences from English into Latin ... ... 70 (*c*) Unseen passages for translation into English 30	200

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OPTIONAL SUBJECTS—*contd.*

Subject.	Course.	Full marks.
French.	(*a*) Text-Book, with questions on accidence, syntax and allusions ... 100 (*b*) Composition of simple continuous prose and original letters ... 70 (*c*) Unseen passages for translation into English 30	200
2. Geography...	As defined by its treatment in Chisholm's Geography for India and Ceylon, excluding the appendix.	100
3. The History of England and The History of India.	As defined by its treatment in Ransome's "Short History of England." From Baber, as defined by its treatment in Hunter's "Brief History of the Indian People."	100
4. Algebra ...	The course prescribed for Standard VII. Quadratics of one unknown quantity and problems therein, easy indices and surds.	100
5. Euclid ...	Books I to IV, and deductions thereon.	100
6. Science ...	(*a*) Physics, as defined in Loewy's graduated course of natural Science, Part I, and pages 1—166 of Part II, or, (*b*) Physiology, as defined in Huxley's "Elementary Physiology."	100
7. Logic ...	Deductive, as defined in Jevons's "Elementary Lessons in Logic."	100
8. Political Economy.	As defined in Mrs. Fawcett's "Political Economy for Beginners."	100
9. Domestic Economy (for girls only).	Dr. Mann's "Domestic Economy and Household Science."	100

NOTE (1).—The text-books are named in order to define the extent of the subjects, and not as indicating that they are better than other works of the same class.

NOTE (2).—The marks may be altered, or omitted, at the discretion of the Local Government.

ADDITIONAL SUBJECT FOR TEACHERS.

Subject.	Course.	Full marks.
School Management and the Art of Teaching.	School organisation (time-table, etc.), discipline, registers, returns. Methods of teaching the subjects ordinarily found in the curriculum of schools. The arrangement of courses of lessons in these subjects. Notes of lessons. The art of questioning and of dealing with answers. Periodical examinations and the use to be made of the results.	200

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Candidates may take any number of optional subjects up to five; but if five are taken, one of these must be a second language. In order to pass the examination, 30 per cent. of the possible marks must be gained in each division of the subject English, and in Arithmetic; and 30 per cent. of the possible marks in the compulsory and optional subjects taken together (*i. e.*, 30 per cent. of 1,100 marks) must be gained in the aggregate. Marks for an optional subject will not be counted, if they fall below 30 per cent. of the possible marks in that subject.

105. The additional subject forms no part of the high school examination, this paper being intended for teachers only. Passes in this subject will be published along with the results of the high school examination.

106. The names of those who pass the primary, middle, and high school examinations shall be arranged in three classes in order of merit, and gazetted. Those who gain 60 per cent. of the possible aggregate shall be placed in the first class; those who gain 45 per cent. but less than 60 per cent. in the second class; and those who gain 30 per cent. but less than 45 per cent. in the third class. Candidates who gain not less than 75 per cent. of the possible marks in any subject shall be gazetted as having gained honours in that subject.

CHAPTER VI.

SCHOLARSHIPS.

102. Scholarships are of two grades, primary and middle; the number of each grade will be determined by the Local Government. Both boys and girls are eligible for scholarships, which will in every case be awarded after a competitive examination.

NOTE.—The nomenclature of the scholarships may be altered by the Local Government.

103. Primary scholarships are tenable for three years in a school of a higher grade than primary. Middle scholarships are tenable for five years in a technical school, or for two years in a school teaching up to the final standard of Schedule I or the University Entrance Examination. Scholarships are tenable only in schools recognised by the Department as efficient. The value of the scholarships shall be determined by the Local Government.

NOTE.—If the holder of a middle scholarship enters into an engagement as a pupil-teacher within one year after passing the scholarship examination, the scholarship shall be tenable for three years from the date of engagement.

CHAPTER IX.

SCHOLARSHIPS.

107. Scholarships are of three grades—primary, middle, and high. The number of each grade, and their value, will be determined by the Local Government. Scholarships will be awarded on the results of the examinations detailed in the preceding chapter, and will be tenable only in institutions which are recognised by the Department as efficient, which observe the transfer rules (Chapter IV), which are open to inspection,* and which are not excluded by the terms of Article 7 (*d*).

* In the case of schools receiving no maintenance grants, it will be sufficient to inspect the attendance registers, the admission register, and the transfer certificates.

NOTE 1.—All boys and girls who are Europeans as defined in Article 3 are eligible for scholarships, if not excluded by age.

NOTE 2.—The nomenclature of the scholarships may be altered by the Local Government.

108. Primary scholarships are tenable for three years in a school of a higher grade than primary. Middle scholarships are tenable for two years in a high school, for three years during apprenticeship as a pupil-teacher, or for five years in a technical school. High scholarships are tenable for two years by students pursuing a recognised course of study in any institution within the province approved for this purpose by the Local Government.

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104. Candidates for primary scholarships must be under 12 years of age, and for middle scholarships under 15 years of age, at the date of examination.	109. Candidates for primary scholarships must be under 12 years of age, for middle scholarships under 15 years of age, and for high scholarships under 17 years of age, on the 31st of December in the year of examination. NOTE.—The limits of age may be changed by the Local Government.
105. A fee, to be determined by the Department, shall be charged for admission to the examination for scholarships. NOTE.—The Local Government may dispense with the levy of these fees in any class of scholarship examination.	*(See Article 100.)*
106. The examination for primary and middle scholarships shall comprise the subjects of Standards IV and VII, respectively, and shall be conducted by means of printed papers. Marks shall be allotted to the several subjects of examination as follows:—	*(See Article 107.)*

Primary Scholarships.

English { Language and Grammar	150 }	200
English { Dictation	50 }	
Arithmetic		175
Geography		125
Total ...		500

Middle Scholarships. — *(See Article 101.)*

English	275
Second Language	150
History and Geography	175
Arithmetic	175
Geometry and Algebra of Domestic Economy (*for girls only*)	150
Elementary Science...	75
Total ...	1,000

107. At the discretion of the Local Government the following rules may be applied:—	
(*a*) Certificates shall be given to all the candidates who pass the examination, whether they obtain scholarships or not. There is no limit of age in the case of candidates for certificates only.	*(See Note to Article 99.)*
(*b*) To pass the examination a candidate must obtain 25 per cent. of the marks in each of the compulsory subjects—English and Arithmetic—and 30 per cent. of the aggregate number of marks obtainable.	*(See Article 102.)*
To qualify for a scholarship a candidate must obtain 33 per cent. in English and Arithmetic, and 45 per cent. of the aggregate.	*(Cancelled.)*
(*c*) The names of those who pass the examination shall be gazetted, and shall be arranged in three classes, each in order of merit. Those who obtain 60 per cent. of the	

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aggregate number of marks obtainable shall be placed in the first class; those who obtain 45 per cent., but less than 60 per cent., shall be placed in the second class; those who obtain 30 per cent., but less than 45 per cent., shall be placed in the third class.

108. For the purposes of this chapter, each province shall, if necessary, be divided into circles, and a certain number of scholarships allotted to each circle, to be competed for by candidates from schools situated in that circle. In November of each year (or some other month to be fixed by the Department), the examination shall be held simultaneously at certain centres previously selected. The examination papers shall be the same for all centres.

(See Bengal note to Article 109.)

109. A scholarship may be reduced or withdrawn in cases of misconduct, of continued absence, or of failure to pass by the prescribed standards.

110. A scholarship may be transferred from one school to another with the sanction of the Department.

CHAPTER VII.

REVISION OF THE CODE.

111. The Local Government may, subject to the control of the Governor-General in Council, alter the scale of grants and of scholarships, and may, with the previous approval of the Governor-General in Council, cancel or modify any Articles of this Code, or introduce new Articles.

112. The schedules and notes appended to the Code shall have the same effect as the Articles of the Code, and shall be subject to the provisions of Article 111.

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(See Article 103.)

110. For the purposes of this chapter, each province may, if necessary, be divided into circles, and a certain number of scholarships allotted to each circle, to be competed for by candidates from schools situated in that circle. It shall be open to the Local Government to allot a certain number of scholarships, before the examination, to boys and to girls respectively.

111. A scholarship-holder must be present at 75 per cent. of the school meetings held in each month in order to earn the full amount of his scholarship. If the attendances fall below 75 per cent. of the possible, a proportionate reduction will be made in the amount of the scholarship.

112. A scholarship may be reduced or withdrawn in cases of misconduct, of continued absence, or of insufficient progress in studies.

113. A scholarship may be transferred from one school to another with the sanction of the Department.

CHAPTER X.

REVISION OF THE CODE.

114. The Local Government may, with the previous approval of the Governor-General in Council, cancel or modify any Articles or Schedules of this Code, or may introduce new Articles.

115. In accordance with the foregoing Article, Local Governments will issue their own Provincial Codes, with such further notes, instructions and appendices as they may consider necessary; and such notes, instructions and appendices will, in each province, have the same effect as the Articles of the Code.

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SCHEDULE I.

1.—STANDARDS OF EXAMINATION (PRIMARY).

Subjects.	Lower Division.		Upper Division.	
	Standard I.	Standard II.	Standard III.	Standard IV.
	Elementary Subjects.			
(1) Reading* ...	To read a short paragraph from a book not confined to words of one syllable.	To read a short paragraph from an elementary reading book.	To read a passage from a more advanced reading-book, or stories from English or Indian history.	To read a short passage of prose or poetry from a more advanced reading-book.
	To recite 20 lines of easy poetry, and to know their meaning. *Accuracy of pronunciation to be considered.*	To recite 30 lines of poetry, and to know their meaning.	To recite with intelligence and expression 40 lines of poetry, and to know their meaning. *Spelling to be tested.*	To recite 50 lines of poetry, and to know their meaning.
(2) Writing ...	To copy in manuscript characters a line of print; to write to dictation a few common words.	To write a passage of not more than three lines from the same book, slowly read over once, and then dictated word by word. *Before examination, the passage shall be read over again.*	To write six lines from one of the reading-books of the standard, slowly read over once, and then dictated a few words at a time.	To write eight lines from a reading-book, slowly read over once and then dictated in sections.
		Copy-books to be shown.	Copy-books to be shown, with improved writing.	Copy-books to be shown with improved writing.
(3) Arithmetic †.	Notation and numeration up to 1,000. Simple addition and subtraction of numbers of not more than three figures. In addition, not more than five lines to be given. Multiplication table to 6 × 12.	Notation and numeration up to 100,000. The four simple rules. Multiplication table to 12 × 12 and the 16 times table.	The compound rules in English and Indian money.	A.—For boys—Reduction and the compound rules in all weights and measures of common use; G. C. M. and L. C. M.; addition and subtraction of vulgar fractions. B.—For girls—Reduction and the compound rules in all weights and measures of common use; bills of parcels.
	Class Subjects. ‡			
(4) English ...	......	To point out nouns and verbs in the passages read or written.	To point out the parts of speech in the passages read or written.	Easy parsing; to show by examples the use of the parts of speech.
(5) Needlework § (for girls only).	Threading needles; hemming.	Seaming; plain knitting with two needles.	Stitching and sewing on strings; knitting with two needles, plain and purled rows alternately.	Plain darning; herring-boning; knitting with four needles, plain and purl.
(6) Geography...	......	To know the points of the compass and the meaning and use of a map. Explanation of simple geographical terms by reference to a map or diagram.	The outlines of the geography of India with special reference to the province.	The outlines of the geography of Asia and of the British Isles.
			To draw a ground-plan of the school-room, showing the position of the furniture. Shape and size of the earth.	To draw a ground-plan of the school compound and the principal objects in it, with its approaches. Diurnal motion of the earth; day and night.
	Object Lessons.			
	A progressive course of lessons on common objects, such as familiar animals, plants, and substances used in ordinary life.			

N.B.—The clauses in italics apply to all succeeding standards.

* Reading with intelligence will be required in all the standards, and increased fluency and expression in successive years. In Standards III to VI, two sets of reading-books should be provided, of which one should be geographical, historical or biographical. The Inspector may examine in any of these books, and may test the intelligence of the reading by questions on the meaning of what is read.

† (*a*) The Inspector may examine scholars in arithmetic in any standard lower than that in which they are presented, and in mental arithmetic suited to their respective standards. The object of the exercise in mental arithmetic is to encourage dexterity and correctness in computation, and to anticipate, by means of rapid and varied oral practice with small numbers, the longer problems which have to be worked out in writing. Such exercises should from the first deal with concrete as well as with abstract numbers.

(*b*) In those schools in which arithmetic is taught up to the fourth standard in a different order from that here defined, the subjects in the first three standards may, with the previous sanction of the Inspector, be re-arranged accordingly.

‡ No grant will be given for a class subject in any standard in girls' schools unless needlework is taken up.

§ In each standard a simple garment must be shown containing the stitches required in that and lower standards.

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SCHEDULE I-A.

I.—STANDARDS OF EXAMINATION (PRIMARY).

Subjects.	Lower Division.		Upper Division.	
	Standard I.	Standard II.	Standard III.	Standard IV.
	Elementary Subjects.			
(1) Reading *...	To read a short paragraph from a book not confined to words of one syllable. To recite 20 lines of easy poetry, and to know their meaning. *Accuracy of pronunciation to be considered.*	To read a short paragraph from an elementary reading-book. To recite 30 lines of poetry, and to know their meaning.	To read a passage from a more advanced reading-book, or stories from English or Indian history. To recite with intelligence and expression 40 lines of poetry, and to know their meaning. *Spelling to be tested.*	To read a short passage of prose or poetry from a more advanced reading-book. To recite 50 lines of poetry, and to know their meaning.
(2) Writing ...	To copy in manuscript characters a line of print; to write to dictation a few common words.	To write a passage of not more than three lines from the same book, slowly read over once and then dictated word by word. *Before examination, the passage shall be read over again.* Copy-books to be shown	To write six lines from one of the reading-books of the standard, slowly read over once, and then dictated a few words at a time. Copy-books to be shown, with improved writing.	To write eight lines from a reading-book, slowly read over once and then dictated in sections. Copy-books to be shown, with improved writing.
(3) Arithmetic †	Notation and numeration, up to 1,000. Simple addition and subtraction of numbers of not more than three figures. In addition, not more than five lines to be given. Multiplication table to 6×12.	Notation and numeration up to 100,000. The four simple rules. Multiplication table to 12×12 and the 16 times table.	The compound rules in English and Indian money.	A.—For boys—Reduction and the compound rules in all weights and measures of common use; G.C.M. and L.C.M.; addition and subtraction of vulgar fractions. B.—For girls—Reduction and the compound rules in all weights and measures of common use; bills of parcels.
	Class Subjects.‡			
(4) English ...	......	To point out nouns and verbs in the passages read or written.	To point out the parts of speech in the passages read or written.	Easy parsing; to show by examples the use of the parts of speech.
(5) Needlework § (for girls only.)	Threading needles; hemming.	Seaming; plain knitting with two needles.	Stitching and sewing on strings; knitting with two needles, plain and purled rows alternately.	Plain darning; herring-boning; knitting with four needles, plain and purl.
(6) Geography	......	To know the points of the compass and the meaning and use of a map. Explanation of simple geographical terms by reference to a map or diagram.	The outlines of the geography of India with special reference to the province. To draw a ground-plan of the school-room, showing the position of the furniture. Shape and size of the earth.	The outlines of the geography of Asia and of the British Isles. To draw a ground-plan of the school compound and the principal objects in it, with its approaches. Diurnal motion of the earth; day and night.
(7) Drawing ...	A course approved by the Inspector.			
	Object Lessons.			
	A progressive course of lessons on common objects, such as familiar animals, plants, and substances used in ordinary life, or a progressive course of lessons leading up to the teaching of physical science.			

N. B.—The clauses in italics apply to all succeeding standards.

* Reading with intelligence will be required in all the standards, and increased fluency and expression in successive years. In Standard III and upwards, two sets of reading-books should be provided, of which one should be historical or biographical. The Inspector may examine in any of these books, and may test the intelligence of the reading by questions on the meaning of what is read.

† (*a*) The Inspector may examine scholars in arithmetic in any standard lower than that in which they are presented, and in mental arithmetic suited to their respective standards. The object of the exercise in mental arithmetic is to encourage dexterity and correctness in computation, and to anticipate, by means of rapid and varied oral practice with small numbers, the longer problems which have to be worked out in writing. Such exercises should from the first deal with concrete as well as with abstract numbers.

(*b*) In those schools in which arithmetic is taught up to the fourth standard in a different order from that here defined the subjects in the first three standards may, with the previous sanction of the Inspector, be re-arranged accordingly.

‡ No grant will be given for a class-subject in any standard in girls' schools unless needlework is taken up.

§ In each standard a simple garment must be shown containing the stitches required in that and lower standards.

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SCHEDULE I—contd.

2.—STANDARDS OF EXAMINATION (MIDDLE).

SUBJECTS.	Standard V.	Standard VI.	Standard VII.
		ELEMENTARY SUBJECTS.	
(1) Reading ...	To read a passage from a more advanced book. Allusions to be explained in the case of passages previously read.	To read a passage from a more advanced reading-book. Allusions to be explained in the case of passages previously read.	To read a passage from a modern English poet, and another from a modern English prose writer.
	To recite 60 lines of poetry or 30 lines of prose, and to know their meaning.	To recite 80 lines of poetry or 40 lines of prose from a standard writer, and to know their meaning.	To recite 100 lines from a modern poet or 50 lines from a modern prose writer, and to know their meaning.
	Reading may be tested by passages from a newspaper, or from a book not comprised in the school course.		
(2) Writing ...	To write to dictation a passage of ten lines not previously read in the class. Copy-books to be shown.	To write a short narrative or letter. Copy-books and exercise-books to be shown. *Spelling, hand-writing and composition to be considered.*	To write a letter or narrative, or a short essay on some subject comprised in the school course for the year. Exercise-books to be shown.
(3) Arithmetic. A.—For boys ...	Vulgar fractions; simple proportion; practice; decimal fractions. *Progressive exercises in mental arithmetic.*	Proportion; interest; square and cubic measures.	Discount; stocks; profit and loss; exchange; square root.
B.—For girls ...	G. C. M. and L. C. M.; vulgar fractions (simple); proportion (simple). *Progressive exercises in mental arithmetic.*	Vulgar fractions; proportion; practice; decimal fractions.	Interest; square measure.
		CLASS SUBJECTS.*	
(4) English ...	To parse and analyse a simple sentence.	To parse and analyse a short complex sentence, and to know the method of forming English nouns, adjectives, and verbs from each other.	Grammar and analysis of sentences; prefixes and terminations; easy derivations.
(5) Needlework (for girls only).	Gathering; stroking; setting-in; marking on coarse material; knitting socks or stockings; plain darning and mending stockings; patching old garments.	Pleating; frilling; setting on frills; sewing on buttons and botton-holing; knitting a full-sized stocking; improved darning and mending; cutting out plain under-garments.	Running tucks; marking on finer materials; knitting a stocking with thickened heels; Swiss darning; cutting out any garment which can be made by children at this standard.
(6) Geography (including physical geography).	The outlines of the geography of Europe; special knowledge of the geography of India. To draw outline maps of Europe and India. Latitude and longitude; annual motion of the earth; the seasons.	The outlines of the geography of Africa, America, and Australasia; special knowledge of the geography of the British Isles. To draw outline maps of Africa and America, and with greater detail, maps of the British Isles. Phases of the moon; tides.	The outlines of the geography of the world; special knowledge of the geography of the British colonies and dependencies. To draw maps of the great continents. General circumstances which determine climate; wind; rain; dew.
(7) History ...	The outlines of the history of England from the Norman conquest to Richard III.	The outlines of the history of England from Henry VII to Anne.	The outlines of the history of England from George I to Victoria, and of India (British period).
(8) Mathematics† ...	(1) Algebra; notation, and the first four rules.	(1) Algebra; the first four rules; resolution into factors, G.C.M. and L.C.M., easy fractions. (2) Geometry; Euclid to I-26, with easy deductions.	(1) Algebra, to simple equations involving two unknown quantities. (2) Geometry; Euclid, Book I, with easy deductions.

* No grant will be given for a class subject in any standard in girls' schools unless needlework is taken up.

† In girls' schools mathematics may be taken up as a special subject. In order to earn a grant for mathematics in Standards IV and VII, scholars must satisfy the Inspector in both algebra and geometry.

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SCHEDULE I-A—contd.

2.—STANDARDS OF EXAMINATION (MIDDLE).

SUBJECTS.	Standard V.	Standard VI.	Standard VII.
		ELEMENTARY SUBJECTS.	
(1) Reading ...	To read a passage from a more advanced book. Allusions to be explained in the case of passages previously read. To recite 60 lines of poetry or 30 lines of prose, and to know their meaning. *Reading may be tested by passages from a newspaper, or from a book not comprised in the school course.*	To read a passage from a more advanced reading-book. Allusions to be explained in the case of passages previously read. To recite 80 lines of poetry or 40 lines of prose from a standard writer, and to know their meaning.	To read a passage from a modern English poet, and another from a modern English prose writer. To recite 100 lines from a modern poet or 50 lines from a modern prose writer, and to know their meaning.
(2) Writing ...	To write to dictation a passage of ten lines not previously read in the class. Copy-books to be shown.	To write a short narrative or letter. Copy-books and exercise-books to be shown. *Spelling, hand-writing and composition to be considered.*	To write a letter or narrative, or a short essay on some subject comprised in the school course for the year. Exercise-books to be shown.
(3) Arithmetic. A.—For boys ...	Vulgar fractions; simple proportion; practice; decimal fractions. *Progressive exercises in mental arithmetic.*	Proportion; interest; square and cubic measures.	Discount; stocks; profit and loss; exchange; square root.
B.—For girls ...	G. C. M. and L. C. M.; vulgar fractions (simple); proportion (simple). *Progressive exercises in mental arithmetic.*	Vulgar fractions; proportion; practice; decimal fractions.	Interest; square measure.
		CLASS SUBJECTS.*	
(4) English ...	To parse and analyse a simple sentence.	To parse and analyse a short complex sentence, and to know the method of forming English nouns, adjectives, and verbs from each other.	Grammar and analysis of sentences; prefixes and terminations; easy derivations.
(5) Needlework (for girls only).	Gathering; stroking; setting-in; marking on coarse material; knitting socks or stockings; plain darning and mending stockings; patching old garments.	Pleating; frilling; setting on frills; sewing on buttons and botton-holing; knitting a full-sized stocking; improved darning and mending; cutting out plain under-garments.	Running tucks; marking on finer materials; knitting a stocking with thickened heels; Swiss darning; cutting out any garment which can be made by children at this standard.
(6) Geography (including physical geography).	The outlines of the geography of Europe; special knowledge of the geography of India. To draw outline maps of Europe and India. Latitude and longitude; annual motion of the earth; the seasons.	The outlines of the geography of Africa, America, and Australasia; special knowledge of the geography of the British Isles. To draw outline maps of Africa and America, and with greater detail, maps of the British Isles. Phases of the moon; tides.	The outlines of the geography of the world; special knowledge of the geography of the British colonies and dependencies. To draw maps of the great continents. General circumstances which determine climate; wind; rain; dew.
(7) History ...	The outlines of the history of England from the Norman conquest to Richard III.	The outlines of the history of England from Henry VII to Anne.	The outlines of the history of England from George I to Victoria, and of India (British period).
(8) Mathematics† ...	(1) Algebra; notation, and the first four rules.	(1) Algebra; the first four rules; resolution into factors, G.C.M. and L.C.M., easy fractions. (2) Geometry; Euclid to I-26, with easy deductions.	(1) Algebra, to simple equations involving two unknown quantities. (2) Geometry; Euclid, Book I, with easy deductions.

* No grant will be given for a class subject in any standard in girls' schools unless needlework is taken up.

† In girls' schools mathematics may be taken up as a special subject. In order to earn a grant for mathematics in Standards VI and VII, scholars must satisfy the Inspector in both algebra and geometry.

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SCHEDULE I—(contd.)

STANDARDS OF EXAMINATION (MIDDLE)—*contd.*

SUBJECTS.	Standard V.	Standard VI.	Standard VII.
(9) Elementary science.*	(*a*) The build of the human body; the names and positions of the organs of alimentation, circulation, and respiration.	(*a*) The same, together with the processes of alimentation, circulation, and respiration.	(*a*) The same, together with the study of the eye, ear, and nose.
	(*b*) Gravitation, weight, and specific gravity.	(*b*) The common pump, barometer, and thermometer; pulleys and levers.	(*b*) Elementary properties of light and heat.
(10) Domestic economy (for girls only).		A course to be prescribed hereafter.	
		(*For "Drawing" see special subjects below.*)	
		SPECIAL SUBJECTS.	
(12) An Indian vernacular. †	(1) To read and translate into English a passage from the book or portion of the book read during the year.	(1) Improved reading and translation into English. Translation into the vernacular of short and easy sentences.	(1) To read and translate a passage from a book comprised in the school course. To translate, in writing, a short passage from an easy English reader.
	(2) To write the letters of the alphabet, and words of one or two syllables.	(2) To write, from the dictation of the teacher, an easy passage from the book or portion of the book read during the year.	(2) To write, from the dictation of the Inspector or teacher, a passage from a book comprised in the school course.
	(3) Inflections of nouns and pronouns.	(3) Inflections; easy syntax.	(3) Easy grammar.
(13) European language.	*A.—Latin.*	*A.—Latin.*	*A.—Latin.*
	Grammar to the end of regular verbs. Translation of easy sentences into English.	Irregular verbs and leading rules of syntax, knowledge of a first reading-book; translation of simple English sentences.	Grammar; Cæsar de Bello Gallico, Book I, or some other book approved by the Inspector. Somewhat longer sentences to be translated from English.
	B.—French and German.	*B.—French or German.*	*B.—French or German.*
	Grammar to the end of regular verbs. Ten pages of an easy reader. To write from dictation a few common words.	Inflexions and easy syntax. Improved reading and translation. Dictation.	Grammar; reading and translation of a text-book approved by the Inspector. Translation of easy sentences from English.
(14) Botany‡ ...	Characters of the root, stem, leaves, and parts of the flower, illustrated by specimens of common flowering plants. The phenomena of the movements of plants by twining, climbing, and catching hold of objects by tendrils or other contrivances.	The phenomena of the ripening of the flower into fruit. The various forms of fruits, and the structure of seeds, *e.g.*, a bean and grain of wheat or rice. The various contrivances to effect distribution. The phenomena of germination. The comparison of a fern and a moss with a flowering plant.	Structure of wood, bark, and pith; cells, vessels, and tissues. Functions of the stem, root, and leaves. The food of plants, and the manner in which a plant grows. The elements of classification according to natural characters, illustrated by familiar plants.
(15) Drawing ...	*Free hand.*—Easy outlines of common objects, from the flat, combining straight and curved lines; conventionalised leaves, flowers, etc. All exercises to be drawn of the same size as the copies.	*Freehand.*—The same as for Standard V; but drawings to be increased or reduced in size proportionally.	*Freehand.*—Copying of designs, in outline, for needlework, metal work and architectural ornamentation (excluding the human figure).
		Geometry.—The bisection of straight and curved lines; the drawing of perpendiculars from or through any given points; drawing parallel lines, construction and division of angles, division of lines into equal or proportional parts; construction of triangles and quadrilaterals of given linear dimensions or given angles; and, as tests of accuracy, the copying of simple geometrical figures, (*e.g.*, combinations of squares, triangles, circles, etc.).	*Geometry.*—Elementary constructions necessary for geometrical pattern drawing; constructions for a circle passing through three points, or touching three lines; of tangents to two circles; simple cases of inscription and circumscription; reduction or enlargement of figures; construction of irregular polygons when sides and angles are given; and construction (by a general method) of regular polygons.

N.B.—The clauses in italics apply to all succeeding standards.

* Instruction in the science subjects should be given mainly by experiment and illustration. If these subjects are taught to children by definition and verbal description only, such instruction will not be accepted as qualifying for a grant.

† An Indian vernacular may be taken as a class subject, the decision resting with the Department, and in boys' schools may be made compulsory at the option of the Local Government.

‡ The instruction in botany shall be given, as far as possible, with the object of cultivating the scholar's powers of observation.

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SCHEDULE I-A—contd.

STANDARDS OF EXAMINATION (MIDDLE)—*contd.*

SUBJECTS.	Standard V.	Standard VI.	Standard VII.
(9) Elementary science*.	(*a*) The build of the human body; the names and positions of the organs of alimentation, circulation, and respiration.	(*a*) The same, together with the processes of alimentation, circulation, and respiration.	(*a*) The same, together with the study of the eye, ear and nose.
	(*b*) Gravitation, weight, and specific gravity.	(*b*) The common pump barometer, and thermometer; pulleys and levers.	(*b*) Elementary properties of light and heat.
(10) Domestic economy (for girls only).	A course to be prescribed hereafter.		
(11) Drawing ...	A course approved by the Inspector.		
		SPECIAL SUBJECTS.	
(12) An Indian vernacular†.	(1) To read and translate into English a passage from the book or portion of the book read during the year.	(1) Improved reading and translation into English. Translation into the vernacular of short and easy sentences.	(1) To read and translate a passage from a book comprised in the school course. To translate, in writing, a short passage from an easy English reader.
	(2) To write the letters of the alphabet, and words of one or two syllables.	(2) To write, from the dictation of the teacher, an easy passage from the book or portion of the book read during the year.	(2) To write, from the dictation of the Inspector or teacher, a passage from a book comprised in the school course.
	(3) Inflections of nouns and pronouns.	(3) Inflections; easy syntax.	(3) Easy Grammar.
(13) European language.	*A.—Latin.*	*A.—Latin.*	*A.—Latin.*
	Grammar to the end of regular verbs. Translation of easy sentences into English.	Irregular verbs and leading rules of syntax. Knowledge of a first reading-book; translation of simple English sentences.	Grammar; Cæsar de Bello Gallico, Book I, or some other book approved by the Inspector. Somewhat longer sentences to be translated from English.
	B.—French or German.	*B.—French and German.*	*B.—French or German.*
	Grammar to the end of regular verbs. Ten pages of an easy reader. To write from dictation a few common words.	Inflexions and easy syntax. Improved reading and translation. Dictation.	Grammar; reading and translation of a text-book approved by the Inspector. Translation of easy sentences from English.
(14) Botany‡ ...	Characters of the root, stem, leaves, and parts of the flower illustrated by specimens of common flowering plants. The phenomena of the movements of plants by twining, climbing, and catching hold of objects by tendrils or other contrivances.	The phenomena of the ripening of the flower into fruit. The various forms of fruits and the structure of seeds, *e. g.*, a bean and grain of wheat or rice. The various contrivances to effect distribution. The phenomena of germination. The comparison of a fern and a moss with a flowering plant.	Structure of wood, bark, pith; cells, vessels, and tissues. Functions of the stem, root, and leaves. The food of plants, and the manner in which a plant grows. The element of classification according to natural characters, illustrated by familiar plants.

(*For "Drawing" see class subjects above.*)

N.B.—The clauses in italics apply to all succeeding standards.

* Instruction in the science subjects should be given mainly by experiment and illustration. If these subjects are taught to children by definition and verbal description only, such instruction will not be accepted as qualifying for a grant.

† An Indian vernacular may be taken as a class subject, the decision resting with the Department, and in boys' schools may be made compulsory at the option of the Local Government.

‡ The instruction in botany shall be given, as far as possible, with the object of cultivating the scholar's powers of observation.

Code of Regulations for European Schools in Bengal, 1889-90.

SCHEDULE I.—contd.

STANDARD OF EXAMINATION (HIGH).

(*Final Examination*).

For Boys only.	For Girls only.
COMPULSORY SUBJECTS.	
1. English.—A play of Shakspeare and a work of a standard prose writer.* A manual of English literature.†	1. The same.
2. Latin, French, German or an Indian vernacular:—Translation of passages from the prescribed text-book*; translation of easy passages in prose from a book not previously read in the class; translation of sentences from English Grammar.	2. The same.
3. Arithmetic and Book-keeping†	3. Arithmetic.
4. Mathematics.—Algebra, to quadratic equations. Euclid, Books I—IV with easy deductions. Mensuration.†	4. The History of England and of India.
5. Political Economy†	5. Domestic Economy.‡
General and Physical Geography†	General and Physical Geography.
OPTIONAL SUBJECTS.	
6. Drawing‖	6. Drawing.
7. Elementary Physics†	7. Music (as in the final examination for pupil-teachers Schedule II).
8. Elementary Chemistry†	8. Botany.
9. An Indian vernacular, if not taken up as a compulsory subject.	9. The same.
10. The History of England and of India	
ADDITIONAL SUBJECT (FOR TEACHERS ONLY).	
School Method §	School Method.§

* The text-books in English and in the second language shall be published in the Code not less than one year in advance.

† The following list of text-books is intended to show the amount of work to be done in each subject; other books may be used in place of those named :—

English Literature—Collier's *History of English Literature, pp.* 101-218 *and* 358—539.

Book-keeping.—Inglis' *Book-keeping by single and double entry.* Chambers' Educational Course.

Mensuration—Todhunter's *Mensuration for Beginners.* The course prescribed for the Entrance Examination of the Calcutta University.

Political Economy—Mrs. Fawcett's *Political Economy for Beginners.*

Physical Geography—Blanford's *Physical Geography.*

Elementary Physics—Balfour Stewart's *Lessons in Elementary Physics,* omitting the chapters on sound, electricity and magnetism.

Elementary Chemistry—Roscoe's *Lessons in Elementary Chemistry,* omitting the chapters on organic chemistry.

Botany—Oliver's *First Book of Indian Botany,* Part I, and Chapters I and IV of Part II.

‡ A text-book on Domestic Economy will be published shortly.

§ The nature and extent of this subject is defined in the first year's course for Training Colleges for men, Schedule III.

‖ The course in Drawing will consist of—

(*a*) *Freehand.*—As in Standard VII.

(*b*) *Plane Geometry*—As in Standard VII.

(*c*) *Model*—Drawing (unshaded) of common objects, such as are ordinarily found in a dwelling-house or school.

(*d*) *Perspective*—The delineation in parallel and angular perspective of geometrical plane figures and regular solids (*e.g.*, square, circle, cone, pyramid, prism, cylinder, etc.)—no exercise to involve accidental vanishing points.

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SCHEDULE I-A—contd.

3.—STANDARD OF EXAMINATION (HIGH).

For Boys only.	For Girls only.
COMPULSORY SUBJECTS.	
1. English.—A play of Shakspeare and a work of a standard prose writer.* A manual of English literature.†	1. The same.
2. Latin, French, German, or an Indian vernacular:—Translation of passages from a prescribed text-book;* translation of easy passages in prose from a book not previously read in the class; translation of sentences from English Grammar.	2. The same.
3. Arithmetic—the whole	3. The same.
4. Mathematics:—Algebra to quadratic equations. Euclid, Books I—IV with easy deductions; Mensuration of plane surfaces, including the theory of surveying with the chain.	4. Domestic Economy.†
5. The History of England and of India, and General and Physical Geography.	5. The same.
OPTIONAL SUBJECTS.	
6. Drawing†	6. Drawing.†
7. Elementary Physics†	7. Music.†
8. Elementary Chemistry†	8. Botany.†
9. Latin or French or German or an Indian vernacular, if not taken up as a compulsory subject.	9. The same.
10. Political Economy†	
11. Book-keeping†	
12. Plane Trigonometry, as far as the solution of triangles.	
ADDITIONAL SUBJECT (FOR TEACHERS ONLY).	
School Method†	School Method.†

* The text-books in English and in the second language shall be published not less than one year in advance.

† The extent of the work in these subjects will be defined by the Local Government.

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SCHEDULE I.—contd.

B.

I.—COURSE OF STUDIES IN INFANT CLASSES.

LOWER DIVISION.

The children should be taught to recognise the letters of the alphabet and to read easy words of two letters at sight. Printing the easy letters is very good practice.

The children should be practised in counting various objects, in order to form ideas of number. Small numbers such as three and four should be used at first, and the children should gradually learn to count up to ten.

Simple lessons on form, position, colour, and easily recognised qualities should be regularly given, followed after a time by simple object lessons with the special purpose of training the children to notice these qualities, etc., for themselves.

Singing (by ear), exercising, and marching, should be practised between other lessons, as a relief from them, and should occupy a large part of the children's time.

Girls should be taught how to thread a needle, and how to use a thimble.

	UPPER DIVISION.
Reading ...	Should be practised from a very simple reader until the children can recognise easy words of three or four letters at sight.
Poetry ...	Simple poetry, such as nursery rhymes, should be learnt by repeating them after the teacher. Care should be taken to make the children understand what they learn.
Spelling ...	The spelling of easy familiar words to be learnt, and the children should be exercised in writing these words as well as spelling them orally.
Handwriting ...	Great attention must be given to the proper formation of the letters, capital and small, and the figures 1 to 9.
Transcription ...	Easy passages from the simple reader in use.
Dictation ...	Easy words which the children have previously learnt to spell.
Counting ...	The children should be gradually trained to count higher numbers at least up to twenty.
Arithmetic ...	The addition of two concrete numbers each less than ten should be practised, beginning with the smallest, and gradually introducing the higher ones. Addition tables should be gradually introduced.
Object Lesson...	As in the Lower Division.
Singing ...	As in the Lower Division.
Needlework ...	The children should be taught to hem on coarse material, *e. g.*, a duster.

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SCHEDULE I-B—contd.

II.—COURSE OF STUDIES FOR THE PRIMARY STANDARDS.

Subjects.	Standard I.	Standard II.	Standard III.	Standard IV.
	COMPULSORY SUBJECTS.			
Reading ...	Easy reading books not confined to words of one syllable, approved by the Inspector.	Approved reading books of suitable progressive difficulty.	Approved reading books of suitable progressive difficulty.	Approved reading books of suitable progressive difficulty.
Poetry ...	At least four lines to be learnt weekly, by repetition after the teacher. *In this, as in all the higher standards, the scholars should be made to thoroughly understand the poetry before it is learnt; and revision should frequently take the place of learning new verses.*	At least four lines to be learnt weekly, by repetition after the teacher.	The class to learn by themselves at least eight lines weekly, which have been previously repeated after the teacher.	The class to learn by themselves at least twelve lines weekly, which have been previously repeated after the teacher.
Handwriting	May be practised either on slates or on paper. In either case, double lines should be used, from about a quarter to five-sixteenths of an inch apart. *Neatness and cleanliness should be insisted upon in this and all higher standards.*	Copy books to be used. Other writing may be either on slates or on paper. Writing in this standard also should be between double lines, say from three-sixteenths to a quarter of an inch apart.	Both copy and exercise books to be used. The writing to be between double lines or otherwise, as found desirable, in each individual case.	Both copy and exercise books to be used. The writing to be between double lines or otherwise, as found desirable in each individual case.
Transcription.	Prose from the readers in use in alternation with dictation.	Poetry and prose.	Poetry and prose.	Poetry and prose.
Dictation ...	Passages from chapters in the readers previously studied.	Passages from chapters in the readers previously studied.	Passages from chapters in the readers previously studied.	Passages from chapters in the readers previously studied.
Composition.	As introductory training, the children should be encouraged to make their answers to questions usually take the form of a complete statement, and *the teacher should on all occasions carefully and persistently correct errors and defects in their speech, particularly faulty idioms peculiar to India, not only in this but in all the following standards.*	Answering questions about familiar scenes and objects in whole sentences. Nouns or verbs being given, the children to form sentences containing them sometimes orally, sometimes in writing.	A simple letter on a given easy subject. A written exercise at least once a week, *e. g.*, the reproduction by the children, in their own words, of the substance of a short story which has been read or told to them, or an account of some familiar incident. A special lesson at least once a week for the discussion between class and teacher of the faults found in the above exercise.	In Standard IV, the children should be frequently exercised in writing out the sense of a simple piece of poetry, *well within their comprehension*, in their own words.
Spelling ...	Words met with in the readers: words commonly used by the children: and all words used in connection with the work of the class. This subject should be taught incidentally in connection with every lesson (more particularly reading and those involving writing) as well as by special lessons. *All new words should be repeatedly written.*	Words met with in the readers: words commonly used by the children: and all words used in connection with the work of the class. This subject should be taught incidentally in connection with every lesson (more particularly reading and those involving writing) as well as by special lessons. *All new words should be repeatedly written.*	Words met with in the readers: words commonly used by the children: and all words used in connection with the work of the class. This subject should be taught incidentally in connection with every lesson (more particularly reading and those involving writing) as well as by special lessons. *All new words should be repeatedly written.*	Words met with in the readers: words commonly used by the children: and all words used in connection with the work of the class. This subject should be taught incidentally in connection with every lesson (more particularly reading and those involving writing) as well as by special lessons. *All new words should be repeatedly written.*

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SCHEDULE I-B—*contd.*

II.—COURSE OF STUDIES FOR PRIMARY STANDARDS—*contd.*

SUBJECTS.	Standard I.	Standard II.	Standard III.	Standard IV.
		COMPULSORY SUBJECTS—*contd.*		
Tables ...	Addition Tables. Multiplication tables up to at least 6×12, with a thorough understanding of their meaning. The above must be regularly practised, *even after they are well known.*	Regular practice in the addition and multiplication tables (including "16 times"). Tables of English and Indian money to be learnt and understood.	Regular practice in the addition and multiplication tables. The tables of English and Indian weights and measures given in the notes below to be learnt.	Regular practice, at least once a week, in addition tables, multiplication tables, and the tables of weights and measures.
Notation and Numeration.	Numbers up to four figures.	Numbers of six figures.	Millions ...	Millions
Arithmetic ...	Simple addition, simple subtraction, and simple multiplication by the numbers which correspond with the multiplication tables learnt.	All back work to be regularly practised. The remaining work connected with the four simple rules. Reduction of English and Indian money from one denomination to the one above or below; and other very easy problems requiring the application of the four simple rules, either separately or combined, to concrete numbers. To clearly understand the meaning of such expressions as *one*-fourth, *one*-seventh, *one*-half, etc., and know how to find such a part of a given number.	Regular practise in the four simple rules. Reduction and the compound rules in English and Indian money. Reduction from one denomination to the next above or below in any of the prescribed tables of weights and measures. Easy bills of parcels. Easy problems in the "unitary method," and in all the rules which have been studied.	Regular practice in all the work of the lower standards, *particularly in the four simple rules.* G. C. M. and L. C. M., with their application. Reduction to lowest terms, to a common denominator, easy addition, subtraction, multiplication, and division of vulgar fractions. Simple proportion by the unitary method. Problems requiring the application of the rules already studied.
Mental Arithmetic.	Very easy problems requiring the application to concrete numbers of the rules which have been mastered.	Problems involving the application to concrete numbers of the rules which have been studied.	Problems involving the application of the rules which have been studied.	Problems involving the application of the rules which have been studied.
Analysis and Grammar.	...	Practice in the division of short and easy sentences into Subject and Predicate; *after a time* making use of these terms to distinguish the two parts. The recognition of nouns, adjectives, personal pronouns, verbs (not including parts of the verb 'to be') and adverbs; preceded in each case by the reason for classifying them as one or the other. *Only easy exercises involving no peculiar difficulties should be given.*	The division into Subject and Predicate of longer sentences containing enlargements of the subject and extensions of the predicate, the scholars in all such cases to be required to point out the principal word in the subject and the verb in the predicate. The recognition of the verb 'to be,' pronouns other than personal conjunctions and prepositions; and the full parsing of nouns, pronouns, adjectives and adverbs. *Peculiar difficulties should be avoided in the exercises.*	The complete Analysis of an easy assertive simple sentence. Parsing of verbs in the active voice, indicative mood, and in the simple sentences only. Full parsing of all the other parts of speech *in assertive sentences containing no peculiar difficulties.*

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SCHEDULE I-B—*contd.*

II.—COURSE OF STUDIES FOR THE PRIMARY STANDARDS—*contd.*

SUBJECTS.	Standard I.	Standard II.	Standard III.	Standard IV.
		COMPULSORY SUBJECTS—*concld.*		
Geography ...	......	The shape of the earth. Division of its surface into land and water, and the sub-divisions of each, as wells as mountains, table-lands, plains, etc., rivers and lakes. *A fixed form of definition should never be given until a clear idea of the thing to be defined has been formed for sometime.* The eight principal points of the compass. Rough plans of the school compound and immediate neighbourhood, etc., should be drawn on the black board by the teacher, and on slates or paper by the children, with the object of teaching the latter to understand a map.	Revision of work in Standard II. *India.*—Its boundaries, a general knowledge of its surface, *i. e.*, to know what portions are mountains, tablelands, or plains: the chief river basins and the course of the main stream in each: the character of the various parts classified as cultivated land, jungle, or desert: the occupations of the people as determined by the productions in different districts, treated in a general way (no lists of names only). A few of the chief towns in each of the large districts, and any interesting facts connected with them. *In this and in all the higher standards, sketch maps of the countries studied should be constantly practised.* The earth's rotation on its axis, and its revolution round the sun. In this standard no mention should be made of the inclination of the earths' axis to the plane of its orbit.	Revision of the work of previous standards. *England and Wales.*—The study of "About England" (published by George Bell and son). Latitude and Longitude.
Object Lessons...	To be given in each class at least once a week. A list of the lessons, in the order in which they are given, must be preserved for submission to the Inspector. The following is intended as a guide to the work under this head. The teacher should give oral lessons, amply illustrated, on the animals, plants, and the things in general by which we are surrounded: on common properties, such as hardness, softness, brittleness, tenacity, porosity, etc., met with in familiar substances: on the use of various substances as determined by their qualities: on the various states or forms in which substances are found, solid, liquid, and gaseous, and instances of familiar changes in certain substances from one state to another: elementary notions of physical science connected with such subjects as heat, gravity, atmospheric pressure, etc., : very elementary ideas of human anatomy and physiology, etc. The lessons must be adapted in point of difficulty to the successive stages of mental growth of the scholars, and the teacher should first aim at the cultivation of the perceptive powers and the communication of useful knowledge. As the children become more advanced, attention should gradually be more and more devoted to the training and exercise of their reasoning faculties. On all occasions, but particularly when giving object lessons, the teacher should endeavour to do as little as is expedient himself, and to make the children do as much as possible themselves: he should lead his pupils, but should let *them* discover.			
Needlework (*for girls only*).	Hemming on coarse materials, *e. g.*, a holland apron; the hem to be turned down by the teacher. The children to be taught to secure the thread both at the beginning and at the "ending off" of the work. Plain knitting with two needles, *e. g.*, a pair of garters. Cross stitch on coarse canvass in straight lines.	To practise all work previously learnt. Hemming on finer materials, *e. g.*, a handkerchief. The children to learn to turn down the hem. Knitting plain and purl, *e. g.*, a comforter. Cross stich on canvass forming a simple design up and down, *e. g.*, the border of a mat or a kettle holder.	To practice all work previously learnt. To learn to make a simple petticoat or some other garment of similar difficulty, in which hemming, running, and felling are shown. To learn to knit a pair of ribbed cuffs. To learn to mark the simple letters of the alphabet on canvass.	To practise all work previously learnt. To learn to make a flannel banian or a flannel petticoat, introducing herring-bone stitch. To learn to knit a pair of baby's socks. To learn to mark all the letters of the alphabet on canvass. *In this and in the higher standards, the girls should be taught to mend their own clothes, and to darn their own stockings.*

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SCHEDULE I-B—*contd.*

II.—COURSE OF STUDIES FOR THE PRIMARY STANDARDS—*contd.*

SUBJECTS.	Standard I.	Standard II.	Standard III.	Standard IV.
		OPTIONAL SUBJECTS.		
Latin ...	...	...	...	(*a*) Regular nouns of the five declensions. (*b*) Regular adjectives. (*c*) Declension of nouns and adjectives singly and in combination. (*d*) Regular comparison of adjectives. (*e*) Personal pronouns. (*f*) General rules for gender. (*g*) Exercises consisting of easy simple sentences for translation from Latin into English and from English into Latin, introducing a few common verbs of which the translation should be given by the teacher. (*h*) Conjugation of the verb "*sum.*" In this standard *invariably* (and in the higher standards also, if necessary) the teacher should require the boys to give the English for each word in repeating the declensions. He should also continually exercise the boys in giving the English for individual cases of Latin nouns and adjectives, taking care that every possible translation is given in doing so; and in like manner require the Latin to be given for the English equivalents.
French ...	...	...	...	(*a*) Use of the indefinite and definite article singly and compounded with *de* and *à*, demonstrative and possessive pronouns. (*b*) Formation of the gender and plural of nouns and adjectives, avoiding difficult exceptions. (*c*) Chief rules for the position of adjectives and for the agreement of nouns and adjectives. (*d*) Simple comparison of adjectives. (*e*) Cardinal and ordinal adjectives up to 100 (simply). (*f*) Chief uses of *de*, *à*, *dans*, *en* and adverbs of quantity, of *voici* and *voilà*, *c'est* and *ce sont*, *monsieur*, *madame*, etc.

Code of Regulations for European Schools in Bengal, 1889-90.

Code of Regulations for European Schools in Bengal, 1895.

SCHEDULE I-B—*contd.*

II.—COURSE OF STUDIES FOR THE PRIMARY STANDARDS—*concld.*

SUBJECTS.	Standard I.	Standard II.	Standard III.	Standard IV.
		OPTIONAL SUBJECTS—*contd.*		
French—*contd.* ...	...	...	...	(*g*) Personal pronouns (used in the nominative only) and simple interrogative pronouns. (*h*) Conjugation of *avoir*, and *être* simply, interrogatively and negatively. (*i*) Simple exercises in the above grammar, French into English and English into French (vocabulary given). *N.B.*—The kind of exercises and their scope should be such as are found in Chardenal's First French Course, pages 1-55, exercises 1-114.
Drawing ...	A graduated course in *Freehand* approved by the Inspector.			
Singing by note.	A course in *Tonic Sol-fa* approved by the Inspector.			
Drill ...	A course approved by the Inspector.			

Code of Regulations for European Schools in Bengal, 1895.

SCHEDULE I-B—*contd.*

III.—COURSE OF STUDIES FOR THE MIDDLE STANDARDS.

SUBJECTS.	Standard V.	Standard VI.	Standard VII.
	COMPULSORY SUBJECTS.		
Reading ...	Approved reading books of suitable progressive difficulty.	Approved reading books of suitable progressive difficulty.	In this standard it will probably be unnecessary to use any books for reading in addition to the text books required for the Middle Scholarship Examination.
Poetry ...	The practice of studying and committing to memory suitable poetry at least once a week must be provided for in the time-table.	The practice of studying and committing to memory suitable poetry at least once a week must be provided for in the time-table.	The study of the poetry prescribed for the Middle Scholarship Examination. A considerable portion of this, if not the whole, should be committed to memory.
Handwriting ...	Both copy and excercise books to be used. Proper formation of the lettersto be still insisted upon and great attention to be paid to neatness.	Both copy and exercise books to be used. Good writers to be allowed to form a running hand. Great attention to be paid to neatness.	Legibility and neatness to be insisted upon. Copy books not to be used unless absolutely necessary.
Dictation ...	Passages from chapters in the readers previously studied.	Unseen passages to be frequently given for dictation in addition to those previously studied.	Should be occasionally practised if the class is found to be weak in spelling.
Composition ...	Letter writing. The reproduction in the scholars' own words of a description or a story either read by themselves, or read or related to them by the teacher. The description of something which has shortly before been the subject of a lesson.	Letter writing. The reproduction in the scholars' own words of a description or story either read by themselves, or read or related to them by the teacher. The description of something which has shortly before been the subject of a lesson. The description of some scene or incident which has come within the range of their experience.	Letter writing. The reproduction in the scholars' own words of a description or a story either read by themselves, or read or related to them by the teacher. The description of something which has shortly before been the subjeet of a lesson. The description of some scene or incident which has come within the range of their experience. Paraphrasing and easy essay writing.
Spelling ...	This subject should be taught incidentally along with all the work of the class, and, if necessary, by special lessons for the purpose. The importance of *repeatedly writing* new words must not be overlooked.	This subject should be taught incidentally along with all the work of the class, and, if necessary, by special lessons for the purpose. The importance of *repeatedly writing* new words must not be overlooked.	This subject should be taught incidentally along with all the work of the class, and, if necessary, by special lessons for the purpose. The importance of *repeatedly writing* new words must not be overlooked.
Tables ...	The tables of weights and measures should be frequently revised.	The tables of weights and measures should be frequently revised.	The tables of weights and measures should be frequently revised.
Notation and Numeration.	Exercises should be occasionally given.	Exercises should be occasionally given.	Exercises should be occasionally given.
Arithmetic ...	Regular practice in all the work of the previous standards, *particularly in the four simple rules.* Vulgar fractions ; Decimal fractions ; Easy Compound Proportion (on the Unitary method).	Regular practice in all the work of the previous standards. Practice ; more difficult Compound Proportion ; Square Root ; Interest, Simple and Compound ; Calculations connected with rectangular areas, and with the capacities of rectangular solids or rectangular spaces of three dimensions.	Regular practice in all the work of the previous standards. Percentages ; Profit and Loss ; Discount ; Exchange; Stocks.

Code of Regulations for European Schools in Bengal, 1889-90.

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SCHEDULE I-B—*contd.*

III.—COURSE OF STUDIES FOR THE MIDDLE STANDARDS—*contd.*

SUBJECTS.	Standard V.	Standard VI.	Standard VII.
	COMPULSORY SUBJECTS—*contd.*		
Mental Arithmetic.	Problems involving the application of the rules which have been studied.	Problems involving the application of the rules which have been studied.	Problems involving the application of the rules which have been studied.
Analysis and Grammar.	The analysis of more difficult forms of the simple sentence, and of easy compound and complex sentences, special attention being paid to the relation of the subordinate to the principal sentence. The parsing of an easy complex sentence.	More difficult analysis and parsing.	More difficult analysis and parsing. Prefixes and Affixes.
Geography ...	Revision of the work of previous standards The general geography of Europe, Asia, Africa, America, Australia, and Oceania as treated in those chapters of Longman's Junior School Geography, which treat of continents. Elementary ideas upon the cause of wind. The monsoons. Water, ice, steam, fog, mist, cloud, dew, rain, hail, snow.	Revision of the work in previous standards. The remaining countries of Europe and Asia as treated in Longman's Junior School Geography. Seasons, climate, phases of the moon, tides.	Revision of the work of all previous standards. A fuller knowledge of India, *viz.*, the physical features in detail; the political divisions with the more important sub-divisions; British territory, protected native states, independent states, foreign territories; aboriginal tribes and their distribution. The chief productions and where found: the chief manufactures and where carried on: the most important towns: distribution of the population: the means of communication: trade with foreign countries treated on broad lines.
History ...	From the earliest times to the accession of James I, defined in point of detail by the treatment of this period in "Gardiner's Outlines of English History," pages 1—194. NOTE.—The teachers may in this and in the higher standards use any other suitable text-book. Gardiner's is only mentioned in order to define the extent in point of detail to which this subject should be studied. A similar remark applies to all text-books mentioned.	English History from the accession of James I to the accession of George III, similarly defined in extent by the treatment of this period in Gardiner's "Outlines," pages 195-326.	Revision from the accession of Henry VII. English History from the accession of George III to the present time, as defined in extent by the treatment of this period in Gardiner's "Outlines," page 326 to the end.
Needle work (*for girls only*).	To practise all work previously learnt. To learn to cut out and to make a child's chemise requiring gathering, stroking, and the making of button-holes. To practise marking the letters of the alphabet on coarse calico. To knit larger socks. *In this and in the higher standard the girls should be taught to mend their own clothes, and to darn their own stockings.*	To practise all work previously learnt. To learn pleating and frilling. To cut out and make a pinafore with a pleated frill at the bottom and a gathered frill at the neck. To knit a pair of stockings for a child of 10 or 12 years old. To mark ordinary articles of dress.	To practise all work previously learnt. To learn "whipping." To cut out and make a little frock with a whipped frill at the neck, and having two tucks at the bottom, with feather or coral stitch worked thereon. To knit a full-sized pair of stockings. To darn a long slit in cotton or linen.
Object Lessons.	To be given at least once a week. A list of the lessons given must be preserved for submission to the Inspector. Experiments and illustrations should be very freely introduced; and the teacher should distinctly understand that the object of the lessons is not so much to impart knowledge, as to encourage the scholars to observe for themselves, and to cultivate, as far as possible, their reasoning powers. In furthering this object, the teachers should refrain from telling more than is expedient, and, as far as possible, lead the scholars to discover for themselves. As a guide to the teacher in selecting subjects for these lessons, the following may be mentioned as examples :— lessons connected with the Physical Geography studied by the class ; lessons connected with one of the Science Courses ; lessons connected with any industry carried on in the district. The teachers should give lessons which deal with portions of such subjects as physical science, physiology, etc., in connected series, arranged in logical sequence.		

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SCHEDULE I-B—*contd.*

III.—COURSE OF STUDIES FOR THE MIDDLE STANDARDS—*contd.*

SUBJECTS.	Standard V.	Standard VI.	Standard VII.
	OPTIONAL SUBJECTS.		
Algebra ...	Algebraical notation. Substitution of numerical values. Addition and substraction. The use of brackets. Regular practice in removing brackets, and in placing expressions within brackets. Multiplication. To learn the following results :— $(a\pm b)^2=a^2\pm 2ab+b^2$. $(a+b)(a-b)=a^2-b^2$. and to practise the application of this knowledge to similiar expressions. Easy division. To learn the factors of $a^2\pm 2ab+b^2$ and a^2-b^2 ; and to practise the application of this knowledge to similar expressions. Practice in the expression of arithmetical operations by the use of algebraical symbols.	Revision of the work done in Standard V. More difficult division. Resolution into factors. Easy simple equations involving one unknown quantity, and easy problems therein. Highest common factor and least common multiple. Easy fractions.	Revision of the work done in Standards V and VI. Simultaneous equations, of two unknown quantities, and easy problems therein. Square root.
Euclid ...	The study of Book I, Propositions 1 to 8, with the definitions, axioms and postulates required in doing so. Easy exercises on these propositions.	Revision of the work done in Standard V. Book I—Propositions 9—32 with the rest of the definitions, etc. Easy exercises on the above propositions.	Book I and exercises thereon.
Domestic Economy.	The study of "Domestic Economy and Household Science," by Robert James Mann, M. D., pages 1—64, *taught as far as possible by oral lessons.*	Revision of the work done in Standard V. The study of Dr. Mann's "Domestic Economy," pages 64—129, *taught as far as possible by oral lessons.*	Revision of the work done in Standards V and VI. The study of Dr. Mann's "Domestic Economy," pages 130—231, *taught as far as possible by oral lessons.*
Latin ...	(*a*) Revision of the work done in Standard IV. (*b*) Declension of ordinary irregular, defective and variable nouns and adjectives. (*c*) Rules for gender in detail. (*d*) Comparison of adjectives and adverbs. (*e*) Cardinal and ordinal numeral abjectives. (*f*) The regular verbs in the active and passive voices, the deponent verbs, the compounds of the verbs *sum* with *possum*. (*g*) Principal parts of verbs in common use. (*h*) The syntax of the concords, and of the common uses of the nominative, vocative, accusative and dative cases. (*i*) Translation of simple sentences from Latin into English, and from English into Latin, bearing on the above Grammar. The English (or the Latin, as the case may be) of all new words should be given.	(*a*) Revision of the work done in Standards IV and V. (*b*) The conjugation of the irregular verbs fero, eo, volo, fio, and their compounds. (*c*) A reading book of simple prose, such as Bennett's First Latin Reader of Epitome Historiæ Sacræ (about 15 pages of either). (*d*) Translation of easy sentences from English into Latin illustrating the rules of syntax met with in the prescribed portion of the textbook. The Latin of all new words in these exercises should be given.	(*a*) Revision of the work done in Standards IV, V and VI. (*b*) The remainder of the accidence not done in the previous standards. (*c*) The Middle School Examination textbook. (*d*) The remaining rules of syntax required for the study of the text-book, and illustrative exercises on these rules, not taken from the text-book. The Latin of the less obvious words should be given. Continuous prose should be avoided in setting these exercises. (*e*) Easy unseen passages.

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SCHEDULE I-B—contd.

III.—COURSE OF STUDIES FOR THE MIDDLE STANDARDS—*contd.*

Subjects.	Standard V.	Standard VI.	Standard VII.
	OPTIONAL SUBJECTS—*contd.*		
French ...	(*a*) Revision of work done in Standard IV. (*b*) Regular conjugation of verbs; also interrogatively and negatively; peculiarities demanded by pronunciation. (*c*) Plural and gender of commonly used nouns and adjectives. (*d*) Chief rules for gender. (*e*) Chief uses of personal pronouns as direct and indirect objects. (*f*) The remainder of the pronouns. (*g*) Translation of simple sentences from English into French, illustrating the above Grammar; less common words being given. (*h*) About 400 lines of a very easy French prose reader with questions on accidence and easy syntax.	(*a*) Revision of work done in Standards IV and V. (*b*) The conjugation of the chief irregular verbs. (*c*) About 800 lines of easy French prose. (*d*) Easy sentences illustrating such constructions as are met with in the reader.	(*a*) Revision of work done in Standards IV, V, and VI. (*b*) Middle School Examination text-book. (*c*) Rules of syntax met with in the text-book to be illustrated by similar exercises of English into French; easy continuous English prose into French; simple letter-writing and simple idioms.
Science ...	Science should be taught chiefly by oral lessons; experiments and illustrations being as freely used as possible. A text-book is of little value in the absence of such teaching. The text-books named below indicate the extent of the work, but others may be used in their stead. *Course A.—Loewy's "Graduated Course of Natural Science," Part I.*		
	Pages 1 to 44	Revision of the work of Standard V, and pages 45 to 98.	Revision of the work of Standards V and VI, and pages 99 to the end.
	Course B.—Foster's "Primer of Physiology."		
	Pages 1 to 50	Revision of the work of Standard V, and pages 51 to 103.	Revision of the work of Standards V and VI and pages 103 to the end.
Drawing ...	*Freehand.*—The copying of more difficult figures should be practised, and greater attention should be paid to the finish (*lining in*) of the drawings—clean lines and an entire absence of "smudge" being insisted upon. *Perspective.*—At least sufficient instruction should be given in perspective to enable the scholars to understand the broad principles connected with the vanishing of receding parallel straight lines, and the foreshortening of circles in planes at an angle with the picture plane, to enable the scholars to draw with intelligence the outlines of simple geometrical solids and other easy objects from the actual objects themselves. If possible, a little geometrical perspective should be taught. *Model Drawing.*—Regular practice should be given in carefully graduated exercises, introducing at first easy rectilineal figures, such as a cube, or a parallelopiped; next, figures containing circular outlines such as a cylinder, or a cone; next, figures containing octagons, triangles, and more difficult rectilineal combinations; next, objects, with irregular curves in their outlines, such as a water jug, a hat; and lastly, combinations of the foregoing.		
Singing by note.	A course in *Tonic Sol-fa* approved by the Inspector.		
Drill ...	A course approved by the Inspector.		

Code of Regulations for European Schools in Bengal, 1889-90.

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SCHEDULE I-B—*concld.*

IV.—COURSE OF STUDIES IN HIGH SCHOOL CLASSES.

Preparation for the High School Examination (see Chapter VIII of the Code), or for such other examinations as have been recognised by the Local Government for this purpose (see the note to Art. 17).

Code of Regulations for European Schools in Bengal, 1889-90.

SCHEDULE II.

Standards of Examination for Pupil-teachers.

SCHEDULE III.

Training Colleges. Subjects of Examination.

SCHEDULE IV.

Form of Scholar's Register.

SCHEDULE V.

I.—FORM OF MEMORANDUM OF AGREEMENT.

(ARTICLE 49C.)

[1] Names, etc., in full of a quorum of the Managers.

MEMORANDUM OF AGREEMENT between[1]____

____

____

hereinafter called *the Managers*, on behalf of the Managers of the ____________ School, and[2] ____________ hereinafter called *the Surety*, the[3] ____________ of[4] ____________ ____________ hereinafter called the *pupil-teacher*.

[2] Name, etc., in full of father or other Surety of the pupil-teacher.

[3] Father, or as the case may be.

[4] Name in full of the pupil-teacher.

[5] His or her.

The Managers, for themselves, their executors, administrators, and assigns agree with the Surety, h—[5] executors, administrators, and assigns as follows :—

1. The Managers agree to engage the pupil-teacher to serve under a certificated teacher during the usual school hours, in keeping and teaching the said school for not less than two hours and not more than four hours daily during the engagement. Sunday is expressly excluded from the engagement.

[6] The month defined by article 8.

[7] Preceding month.

[8] Three full years.

[9] The sum to be inserted must be fixed at the discretion of the parties, having in view the local rate of wages and the advantages of the school as a place wherein to learn the business of a teacher.

[10] Month, or as the parties may agree.

2. This engagement shall begin on the first day of[6] ____________ 18 , and subject to the proviso in paragraph 5, shall end on the last day of[7] ____________ 18 .[8]

3. The pupil-teacher shall be paid as wages[9] ____________ per[10] ____________ in the first year, and this sum shall be increased by ____________ per[10] ____________ in each subsequent year of the engagement; but such increase may be stopped, at the discretion of the Managers of the said school for the time being, for the unexpired remainder of any year after receipt of notice from the Department that the pupil-teacher has failed to pass the examination or to fulfil the other conditions required of a pupil-teacher, according to the standard of the preceding year, as prescribed in the articles of the Code of the Department applicable to the case.

4. The Managers shall also pay to the pupil-teacher one-half of the amount received from the Department on his account under the provisions of article 53 of the said Code. This payment shall be over and above all payments made as wages under paragraph 3 of this agreement.

[11] One year later than the second date in paragraph 3.

5. *Provided* always that if the pupil-teacher fails to pass an examination for any year as specified in paragraph 3 of this agreement, this engagement shall, on the application of the Managers and with the consent of the Department, end on the last day of ____________ 18 .[11]

When this engagement is so extended the course of study and the wages of the pupil-teacher in the remainder of the year succeeding that in respect of which the pupil-teacher failed, shall be the same as in the last mentioned year, and that year shall not be reckoned in calculating any payment to be made under paragraph 7 of this agreement.

6. The pupil-teacher, while the school is not being held, shall receive without charge, from a duly qualified teacher, special instruction for at least one hour a day. Such special instruction, and any instruction in secular subjects given to the pupil-teacher during school-hours, shall be in the subjects in which the pupil-teacher is to be examined during this engagement pursuant to the said articles.

7. The pupil-teacher shall be liable to dismissal without notice for idleness, disobedience or immoral conduct of a gross kind, respectively ; and this engagement shall be terminable on either side by a written notice of six months, or in lieu of such notice by the payment on either side of a sum equal to half the wages payable under paragraph 3 to the pupil-teacher for the year in which the engagement is terminated ; such payment to be recoverable as a debt by the party entitled to receive it and to be over and above the settlement of all other accounts between the parties.

[12] His or her.

8. The pupil-teacher enters into this engagement freely and voluntarily on h—[12] own part and with the privity and consent of the Surety.

[13] This paragraph may be modified if the pupil-teacher is treated as a boarder.

[14] All the parties named must sign, but need not do so together. Each signature should be written in a separate line, and must be attested by that of a witness who sees it made. The same witness may attest more than one signature.

9.[13] The Surety agrees with the said Managers, their executors, administrators, and assigns to clothe, feed, lodge, and watch over the pupil-teacher during the continuance of this engagement in a manner befitting the same.

Signed [14] this ____________ day of ____________ 18 ____

____________________________ in presence of ____________________________

____________________________ in presence of ____________________________

____________________________ in presence of ____________________________

N.B.—1. This memorandum must be executed *by all the parties named in it*, viz:—

Managers.

Surety.

Pupil-teacher.

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(*Cancelled.—See Section III of Chapter V.*)

(*Cancelled.—See Sections III and IV of Chapter VI.*)

(*Cancelled.*)

SCHEDULE II.

I—FORM OF MEMORANDUM OF AGREEMENT.

(ARTICLE 59c.)

MEMORANDUM OF AGREEMENT between[1] ______________________________

____

____

hereinafter called *the Managers*, on behalf of the Managers of the __________ School,[2] __________ hereinafter called *the pupil-teacher*, and[3] ______________________ hereinafter called the *Surety*, the[4] ______________________ of the pupil-teacher.

The Managers, for themselves, their executors, administrators, and assigns covenant with the pupil-teacher, and with the Surety, h —[5] executors, administrators, and assigns and the pupil-teacher and the Surety for himself, his executors, administrators, and assigns, covenant with the Managers, their executors, administrators, and assigns, as follows :—

1. The pupil-teacher is engaged to teach a class daily, except on holidays, for not less than two and not more than four hours, under the regular guidance and constant supervision of a competent teacher, approved for that purpose by the Inspector.

2. The pupil-teacher shall study for at least two hours daily, except on holidays, those subjects of secular instruction in which h—[6] is to be examined during this engagement pursuant to Article 62 of the Code ; such study to be personally directed and supervised by a competent teacher approved by the Inspector, who shall also give to the pupil-teacher, without charge, whatever instruction is necessary for the proper study of the said subjects.

3. The Managers shall pay to the pupil-teacher as wages[7] __________ per[8] __________ in the first year, and this sum shall be increased by[7] __________ per[8] __________ in each subsequent year of the engagement ; but if the pupil-teacher should fail to satisfy the conditions specified in Article 62 (*b*), (*c*) and (*d*) of the Code, the annual increment may be stopped for the year following such failure, at the discretion of the Managers.

4. The wages paid to the pupil-teacher under paragraph 3 of this agreement shall be over and above any Government grant which may be received by the pupil-teacher under the provisions of Article 65 of the Code.

5. This engagement shall begin on the 1st of January, 18——, and shall end on the 31st of December, 18[9]——; provided always that if the pupil-teacher fails to satisfy the conditions required in Article 62 (*b*), (*c*) and (*d*) of the Code, and is permitted to continue working as a pupil-teacher under the terms of Article 64, this engagement shall be extended one year each time such permission is granted. When this engagement is so extended, the year in which the failure which was the cause of the extension took place shall not be reckoned in calculating any payment to be made under paragraph 6 of this agreement.

6. The pupil-teacher shall be liable to dismissal without notice for idleness, for disobedience, or for immoral conduct of a gross kind ; and this engagement shall be terminable on either side by a written notice of six months, or in lieu of such notice by the payment on either side of a sum equal to half the wages payable to the pupil-teacher under paragraph 3 for the year in which the engagement is terminated ; such payment to be recoverable as a debt by the party entitled to receive it, and to be over and above the settlement of all other accounts between the parties.

7. The pupil-teacher enters into this engagement freely and voluntarily on h—[10] own part, and with the privity and consent of the Surety.

8.[11] The surety agrees with the said Managers; their executors, administrators, and assigns to clothe, feed, lodge, and watch over the pupil-teacher during the continuance of this engagement in a manner befitting the same.

Signed[12] the __________ day of __________ 18______.

__________ in presence of __________

__________ in presence of __________

__________ in presence of __________

N. B.—1. This memorandum must be executed *by all the parties named in it*, viz. :—

Managers.
Surety.
Pupil-teacher.

[1] Names, etc., in full of a quorum of the Managers.

[2] Name in full of the pupil-teacher.

[3] Name, etc., in full of father or other surety of the pupil-teacher.

[4] Father, or as the case may be.

[5] His or her.

[6] He or she.

[7] The sum to be inserted for the first year and the amount of the annual increment must be fixed at the discretion of the parties, having in view the local rate of wages and the advantages of the school as a place wherein to learn the business of a teacher.

[8] Month, or as the parties may agree.

[9] Three full years.

[10] His or her.

[11] This paragraph may be modified if the pupil-teacher is a boarder in the school.

[12] All the parties named must sign, but need not do so together. Each signature should be written in a separate line, and must be attested by that of a witness who sees it made. The same witness may attest more than one signature.

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2. If it be executed with blanks still remaining in it, they cannot legally be filled up afterwards except as part of a new agreement requiring a new stamp.

3. The memorandum when executed should be deposited with the school papers [Article 44 (*d*)]. The surety should have either an executed duplicate (which requires a second stamp) or a certified copy. The agreement exists only between the persons who sign it. If any of them are changed (*by removal of managers or otherwise*) a new agreement in the following form should be executed.

II.— FORM OF NEW AGREEMENT ON CHANGE OF MANAGERS.

[1] The *Surety* in the existing memorandum.
[2] The managers in the original memorandum and the executors of any of them who are deceased.
[3] The name, description, and address of the new Manager or Managers.
[4] The name, description, and address of the present Managers excluding such as will be no longer Managers, and including the new Manager or Managers.
[5] The new Manager or Managers.

MEMORANDUM OF AGREEMENT between[1] ______________________
within and hereinafter described as *the surety*;[2] ______________________
____

the person within described as *the managers*;[3] ______________________
and[4] ______________________
____

hereinafter described as *the managers*.

1. The said surety and the said[5] ______________________
____

hereby mutually rescind the within written Agreement, and agree that the same shall be henceforth determined, and of no further force as regards the future.

2. The said Surety and the said Managers hereby mutually agree to adopt and enter into an Agreement in the same words and to the same effect as the within written Agreement for the unexpired term thereof; and that the like obligation and responsibility shall exist, and be of force between them in like manner and to all intents and purposes as if the name of the said[5] ______________ had been inserted therein and signed thereto, instead of the name of the said[6] ______________________
____

[6] Deceased or outgoing Manager.
[7] All the parties named must sign, but need not do so together. Each signature should be written in a separate line, and must be attested by that of a witness who sees it made. The same witness may attest more than one signature.

Signed this[7] __________ day of __________ 18—,
______________________ in the presence of ______________________
______________________ in the presence of ______________________
______________________ in the presence of ______________________

N.B.—This memorandum must be executed *by all the parties named in it*, viz.:—

Managers.
Surety.
Pupil-teacher.

If it be executed with blanks still remaining in it, they cannot legally be filled up afterwards except as part of a new agreement requiring a new stamp.

III.—FORM FOR CANCELLING ENGAGEMENT OF PUPIL-TEACHERS.

To be endorsed on the original Memorandum.

The within written Memorandum of Agreement is cancelled by the undersigned parties, being the same parties by whom it was executed.

Witness our hands, this ______ day of ______________ 18 ______________________
____
____

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2. If it be executed with blanks still remaining in it, they cannot legally be filled up afterwards, except as part of a new agreement requiring a new stamp.

3. The memorandum when executed should be deposited with the school papers [Article 41 (*e*)]. The Surety should have either an executed duplicate (which requires a second stamp) or a certified copy. The agreement exists only between the persons who sign it. If any of them are changed (*by removal of managers or otherwise*), a new agreement in the following form should be executed :—

II.—FORM OF NEW AGREEMENT ON CHANGE of MANAGERS.

(*To be endorsed on the Memorandum of Agreement.* Form 1.)

MEMORANDUM OF AGREEMENT between[1] ——————————

——————————

the persons described in the within-written agreement as *the Managers*; [2]

hereinafter called *the Managers*,[3] ——————————

hereinafter called the *the pupil-teacher*, and[4] ——————————

——————————

hereinafter called *the Surety*.

1. The said[1] —————— the pupil-teacher and the surety hereb y rescind the within-written agreement, and mutually agree that the same shall be henceforth determined, and of no further force as regards the future.

2. The Managers, the pupil-teacher, and the surety hereby mutually agree to adopt and enter into an agreement, in the same words and to the same effect as the within-written agreement, for the unexpired term thereof; and that the like obligation and responsibility shall exist and be of force between them in like manner and to all intents and purposes as if the name of the said[5] ——————————
had been inserted therein and signed thereto, instead of the name of the said[6]

Signed[7] this —————— day of ——————, 18——.

—————— in the presence of ——————

—————— in the presence of ——————

—————— in the presence of ——————

——————————

N.B.—This memorandum must be executed *by all the parties named in it, viz.:—*

Managers.
Surety.
Pupil-teacher.

If it be executed with blanks still remaining in it, they cannot legally be filled up afterwards, except as part of a new agreement requiring a new stamp.

[1] The Managers in the original memorandum and the executors of any of them who are deceased.
[2] The present Managers, including the new Manager or Managers.
[3] The pupil-teacher.
[4] The surety in the existing memorandum.
[5] The new Manager or Managers.
[6] Deceased or outgoing Manager or Managers.
[7] All the parties named must sign but need not do so together. Each signature should be written in a separate line, and must be attested by that of a witness who sees it made. The same witness may attest more than one signature.

III.—FORM FOR CANCELLING ENGAGEMENT OF PUPIL-TEACHERS.

To be endorsed on the Memorandum of Agreement.

The within-written Memorandum of Agreement is cancelled by the undersigned parties, being the same parties by whom it was executed.

Witness our hands, this —————— day of —————— 18 ——.

——————————

——————————

Code of Regulations for European Schools in Bengal, 1889-90.

Code of Regulations for European Schools in Bengal, 1895.

SCHEDULE III.

FORM OF

LETTER OF RECOGNITION FOR TEACHERS.

---

is permitted by the Education Department to work as (*a*)————————,

---

* (This permission may at any time be cancelled, suspended or altered at the discretion of the Inspector.)

Dated——————————*189* .

————————————
Inspector of European Schools.

(*a*) Principal Teacher of a Primary, Middle, or High School ; or Assistant Teacher in the Primary, Middle, or High Section of a school.

(This foot-note to be printed in the Code, but not on the Certificate.)

* The words enclosed in brackets have been expunged by the Government of India.

Code of Regulations for European Schools in Bengal, 1889-90.

Code of Regulations for European Schools in Bengal, 1895.

SCHEDULE IV.

FORM OF

CERTIFICATE OF PROFICIENCY IN THE ART OF TEACHING.

____

having passed the ______________________________ Examination

in the ______________________________ ,* having taught for fully two years

____

____ †

to the satisfaction of ______________________________

Inspector of European Schools, and having obtained ______________ per cent.

of the possible marks in the paper on "School Management and the Art of Teaching," set at the High School Examination for European Schools held in the year ____________, is therefore awarded this certificate in testimony of ________ skill and ability as a teacher.

The ____________ *189* .

______________________ ,
Director of Public Instruction.

---

* Fill in Class or Division.

† Fill in the particular class or classes taught, the average number of pupils in such class or classes, and, if the teacher has changed from one class two another during the two years, the period during which each class was taught.

(The foregoing foot-notes to be printed in the Code, but not on the Certificate.)

Note.—The possession of this certificate does not entitle the holder to teach in any higher section tean that specified in his Letter of Recognition.

Code of Regulations for European Schools in Bengal, 1889-90.

Code of Regulations for European Schools in Bengal, 1895.

SCHEDULE IV.—*contd.*

[ON REVERSE.]

Record of examinations passed subsequent to the issue of this certificate. Each entry must be vouched for by the Inspector of European Schools of the Province.

1.* ______________________ in the† ______________

Attested by ______________________

Dated ______________. *Inspector of European Schools,*‡ ______________

2.* ______________________ in the† ______________

Attested by ______________________

Dated ______________. *Inspector of European Schools,*‡ ______________

3.* ______________________ in the† ______________

Attested by ______________________

Dated ______________. *Inspector of European Schools,*‡ ______________

4.* ______________________ in the† ______________

Attested by ______________________

Dated ______________. *Inspector of European Schools,*‡ ______________

5.* ______________________ in the† ______________

Attested by ______________________

Dated ______________, *Inspector of European Schools,*‡ ______________

* Name of the examination.
† Class or Division.
‡ Province.

Code of Regulations for European Schools in Bengal, 1889-90.

Code of Regulations for European Schools in Bengal, 1895.

APPENDIX.

FORM OF TRUST DEED.

THIS INDENTURE made the day of 189 , between

Full names, addresses and descriptions of the Trustees or Managers of the school.

hereinafter called the said Trustees, of the one part, and THE SECRETARY OF STATE FOR INDIA IN COUNCIL, hereinafter called the said Secretary of State, of the other part. WHEREAS the piece or parcel of land hereinafter described and expressed to be hereby assured is now vested in the said Trustees as Managers and Trustees of the

Name of school.

School, AND WHEREAS by the present Code of Regulations for European Schools issued by the Government of India it is *inter alia* declared under the head of "Building Grants" (Chapter VII, Articles 83 to 97) as follows:—

"Grants may be given to managers of schools other than those excluded under Article 7 in aid:—

(*a*) of erecting, enlarging, or furnishing school buildings;

(*b*) of executing extensive repairs;

(*c*) in special cases, of paying off debts incurred in erecting or enlarging school buildings;

"NOTE.—Expenditure in the purchase of buildings may be treated as expenditure in the erection of buildings.

(*d*) of acquiring land for school purposes.

Before a grant is sanctioned under the preceding articles, the Department must be satisfied:—

(*a*) that the European population of the locality is sufficiently large to render the existence of the school necessary, and to give a reasonable probability of its permanence;

(*b*) that the school is suited to the requirements of the locality;

(*c*) that the school is likely to be maintained in efficiency;

(*d*) that the school will be open to inspection;

NOTE.—In the case of a school not receiving a maintenance grant, the inspections shall be limited to ascertaining that the buildings are maintained in good repair, that the sanitary arrangements are satisfactory, and that the school is properly conducted.

(*e*) that the site, plans, estimates, and specifications are suited to the school, and the title to the property is clear.

"If any building towards the erection, purchase, or repair of which a grant has been made by the Government, is subsequently diverted to other than educational purposes, the Government shall have a prior lien upon the building for the recovery of the grant, and a provision to this effect shall invariably be made in the trust deed."

AND WHEREAS the said Trustees have applied to the said Secretary of State for a grant-in-aid of AND WHEREAS the Director of Public Instruction, Bengal, acting for and on behalf of the said Secretary of State, has satisfied himself that the site, plans, estimates, and specifications of the said buildings are suited to the school, and that the title to the said land forming the site is in order, and has accordingly sanctioned a grant of Rs. to be paid to the said Trustees on their completing the said buildings to his satisfaction and in accordance with the plan and specifications aforesaid, in consideration of their executing in favour of the said Secretary of State such conveyance or assurance as in hereinafter contained. Now THIS INDENTURE WITNESSETH that in pursuance of the said agreement in this behalf, and in consideration of the said grant-in-aid or sum of Rs. to be hereafter paid as aforesaid by the said Secretary of State to the said Trustees, they the said Trustees do, and each of them doth hereby grant, convey, and assign unto the said Secretary of State, his successors and assigns, all that piece or parcel of land situate in the registration district of , sub-district of , and thannah of , containing by estimation an area of , and bounded on the north by , on the south by , on the east by , on the west by , together with all and singular the buildings and erections now being, or which may hereafter be thereon, expressly including the said buildings to be erected as aforesaid, and all rights, easements, and appurtenances whatsoever usually held or occupied herewith, or reputed to belong or be appurtenant thereto, and also all furniture, fixtures, fittings, maps, and other school apparatus, school books, and chattels, for the time being in and belonging to, or used or to be used for the said school, and all the estate, right, title, interest, claim, and demand of the said Trustees into and upon the said hereditaments and premises, To HAVE AND TO HOLD the said piece or parcel of land, hereditaments, chattels, and effects, and all other the premises expressed, to be hereby assured unto and to the use of the said Secretary of State, his successors in office, and assigns, according to the nature and tenure thereof respectively, upon the trusts nevertheless and to and for the intents and purposes following, that is to say upon trust to permit the same hereditaments and premises to be used as a school for the education of European children, the said school to be managed and conducted in all respects in accordance with the rules and regulations for the time being in force of the Education Department in Bengal, and to be always open at all times to the inspection of the Director of Public Instruction in Bengal for the time being, or of any officers of Government appointed for that purpose, and upon further trust in case the said Trustees or their successors in that office shall at any time fail to maintain and keep in good and substantial order and repair and condition the buildings to be erected in the said hereditaments and premises, to the end that the same may be always efficient for use for the purposes of the said school, or if the said school shall at any time cease to exist, or cease to be conducted in accordance with the foregoing rules, then and in any of such cases to forthwith make sale and absolutely

Here state the purpose for which the money is required.

Code of Regulations for European Schools in Bengal, 1895.

dispose of the said hereditaments and premises, and apply the proceeds of such sale, after payment thereout of all costs and expenses attending the same, in or towards recouping or reimbursing to the said Secretary of State, his successors, or assigns, the said grant-in-aid or sum of Rs. , and pay the surplus, if any, to the said Trustees parties hereto, or other the Trustees or Trustee for the time being of the said school. In witness whereof the said parties to these presents have hereunto set their respective hands and seals, the day and year first above written.

Signed, sealed, and delivered, by the above-named , in the presence of

Signed, sealed, and delivered, by the above-named , in the presence of

Signed, sealed, and delivered by Secretary to the Government of Bengal in the Revenue and General Departments, for and on behalf of His Honour the Lieutenant-Governor of Bengal, acting in the premises for and on behalf of the Secretary of State for India in Council, in the presence of

---

No. 49 From L. M. THORNTON, Esq., Deputy Secretary to the Government of India, to Sir A. CROFT, M.A., K.C.I.E., Director of Public Instruction, Bengal. Nos. 157—64, dated Simla, the 12th May 1896.

The Ven'ble the Archdeacon of Lucknow.

W. N. BOUTFLOWER, Esq., B. A., Inspector of European Schools, North-Western Provinces and Oudh.

F. HADEN COPE, Esq., M.A., Inspector of Schools, Punjab.

H. A. BAMFORD, Esq., Inspector of European Schools, Bengal.

R. CARTER, Esq., B.A., Rector of St. Paul's School, Darjeeling.

The Revd. Brother FABIAN, Director of the Society of Christian Brothers.

E. MARSDEN, Esq., B.A., Inspector of Schools, Coorg.

I am directed to forward, for your information, a copy of a Resolution* (with its accompaniments) issued by the Government of India on the Report of the Committee appointed to revise the Code of Regulations for European Schools in the Bengal Presidency.

*No. $\frac{3\text{-Edn.}}{142—154}$, dated the 8th May 1896.

Indian Press, Allahabad.—No. 1158 H. D.—Date 500,—J. S. D. Merces.

SELECTIONS

FROM THE

RECORDS OF THE GOVERNMENT OF INDIA,

HOME DEPARTMENT.

No. CCCLXII.

HOME DEPARTMENT SERIAL No. 26.

REPORT

ON

THE REVISION OF THE CODE OF REGULATIONS FOR EUROPEAN SCHOOLS IN THE BENGAL PRESIDENCY

DURING THE YEAR

1896.

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